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ABSTRACT

This core training course manual is intended to introduce and explain California's Standards and Training for Corrections Program to local training providers and departments. It is divided into eight sections. The first section presents the major assumptions that guided the development of the training course. Section 2 describes the job of corrections officer in terms of its overall mission, role and function in the California Criminal Justice System, major tasks and responsibilities, and knowledge and skill requirements. An overview of the core training course (including a course outline and master schedule) is presented next. Section 4 consists of daily course schedules. Each includes an hour-by-hour account of the topics to be presented, recommended instructional methods, and specifications for testing. The fifth section contains course performance objectives and design specifications, and the sixth section includes an index identifying the performance objectives to be included in each job knowledge, written skills, and behavior skills test in the course. Section 7 indexes performance objectives by core task. The eighth section lists all of the corrections officer core tasks covered. Section 9 depicts skill map/core task linkages, and sections 10 and 11 link performance objectives with the corrections officer basic academy supplemental core course and the adult/juvenile institutions entry-level core course. (YLB)

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STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

STC

BOARD OF CORRECTIONS

CORE TRAINING COURSE MANUAL

U.S. DEPARTMENT OF EDUCATION
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APPENDIX A-2

CORRECTIONS OFFICER CORE TRAINING COURSE MANUAL

STANDARDS PROJECT: TRAINING PHASE

State of California, Board of Corrections

Standards and Training for Corrections Program

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CORRECTIONS OFFICER CORE TRAINING COURSE MANUAL

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Introduction

The primary purpose of this core training course manual is to introduce and explain the STC training course to local training providers and departments. These specific guidelines are for the development and evaluation of courses proposed for STC certification, therefore it is important that training providers understand the following: (a) the assumptions which guided the development of the course, (b) the process by which they were developed, and (c) how to use the specifications in the course to prepare course lectures, materials, tests, etc.

The manual is divided into five sections. In Section 1, the major assumptions which guided the development of the training course are presented. Because of the significant impact of these assumptions, it is essential that they be carefully considered. Without this understanding, the course will likely raise more questions than it answers.

In Section 2, the corrections officer (CO) job is described in terms of its: (a) overall mission; (b) role and function in the California Criminal Justice System; (c) major tasks and responsibilities; and (d) knowledge and skill requirements. The most fundamental assumption underlying the development of the course was that it must be job-related. However, since the CO's job varies somewhat from one county to another, one might reasonably ask: "To what job is the course related?" Section 2 answers this question.

Section 3 presents an overview of the course for the CO Basic Training Course. This overview includes an outline of the course content and a master schedule showing the time to be spent on each major topic (or unit) and the sequencing of these topics.

In Section 4, daily course schedules are presented. These schedules include an hour-by-hour account of the topics to be presented, recommended instructional methods, and specifications for testing. The daily schedules provide the basic structure within which specific lessons and instructional activities can be developed.

Section 5 presents the performance objectives for the course. In a very real sense, these objectives are the heart and soul of the course. They are the fundamental building blocks for further course development, the means by which course purposes are communicated, the goals toward which trainees will strive, and the basis for developing methods to evaluate instructional effectiveness. To provide further guidance for course development efforts, recommended instructional methods, instructional time estimates, and testing specifications are presented for each objective.

In Section 6, the Test by Performance Objective Index is presented. This index identifies the performance objectives which are to be included in each job knowledge, written skills, and behavior skills test in the course. It also provides estimates of the number of items to be included in job knowledge tests and the testing time required for written and behavior skills tests. Together with the performance objectives and design specifications in Section 5, this index provides a framework for test development activities.

Section 7 presents Performance Objectives by Core Tasks Index. This index documents the relationship of each performance objective to one or more important CO core tasks. A core task is one that is important and commonly performed by COs statewide.

In Section 8, the full list of CO core tasks is presented. This listing of the tasks is necessary because Section 7 provides only a number for each performance objective. The core task list will allow the reader to examine in detail the relationship between performance objectives and core tasks.

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1. ASSUMPTIONS GUIDING DEVELOPMENT OF THE CORE TRAINING COURSE

Training design projects involve a series of decisions, many of which are critical to producing an effective instructional program. For example, the designer must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. In this section of the manual, the assumptions which guided the development of the CO Core Training Course are presented. They provide an essential framework for understanding the rationale behind the form and content of the training course.

Assumption #1: Content of the training course should be job-related.

This assumption refers all decisions on training content, methods, and format back to the actual demands of the CO's job. To the extent that knowledges or skills are not essential to job performance, they should not be included in the training course. The job description which guided the development of the CO Core Training Course is presented in Section 2 of this manual.

Assumption #2: The training course should specify the training needed by "entry-level" COs who have no prior training or experience in corrections.

This assumption identifies "entry-level" COs as the target audience for the Core Training Course. The training needs of experienced COs are not covered by this course. Although some entry-level COs may have some background in corrections, the assumption of no prior training or experience ensures that the Core Training Course will cover the needs of all entry-level personnel, even those with no background at all.

Assumption #3: The training course should specify only those knowledges and skills which are essential for the newly hired CO to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience.

It is very important to recognize that the Core Training Course cannot and should not be expected to produce an experienced CO capable of handling every job assignment. At best, formal training can only simulate job demands and conditions. It cannot replace actual experience on the job. However, the Core Training Course can provide the trainee with the basic concepts, tools, skills, etc. necessary to make sense of the job and accelerate the learning process.

Assumption #4: Trainees will complete the entire Core Training Course prior to their first actual work assignment.

Assumption #4 is derived from Assumptions #2 and #3. Since trainees are assumed to have no prior background in corrections (Assumption #2), the Core Training Course must be completed before trainees begin to accumulate experience on the job. This assumption should also help minimize the differences in background and experience among trainees in a given course. Most training providers will readily acknowledge the problem of dealing with classes composed of trainees with widely varying levels of knowledge or skill. Following from Assumption #3, trainees should complete the Core Training Course prior to their first work assignment because this will allow them to most efficiently learn from their on-the-job experience and achieve proficiency as soon as possible.

Assumption #5: The Core Training Course should be administratively feasible and efficient.

Every training course must operate within certain administrative constraints (e.g., time, budget, personnel). The Core Training Course was designed with the following constraints in mind:

- Daily Schedule:

  To the extent possible, the daily course schedules were constructed to be compatible with an eight-hour training day.

- Testing Periods:

  Testing has been scheduled in time blocks at the beginning or at the end of a training day where possible. This provides for the possibility of using a test proctor to monitor testing, rather than the instructor.

- Instructional and Testing Methods:

  It was assumed that classroom training is the preferred training delivery method. Where feasible from an instructional perspective, lecture, class discussion, demonstration, and role playing were recommended over methods requiring hardware or software (e.g., videotape) that may not be readily available in some counties. Computerized instruction was not recommended.

  The multiple choice test format was the preferred testing methodology for measuring knowledge-based performance objectives because of its proven value in measuring many different types of learning and its low cost.

2. DESCRIPTION OF THE CORRECTIONS OFFICER JOB

Assumption #1 in the previous section of this manual holds that the training course should be job-related. However, the CO job can differ considerably from one county to another. To what job, then, is the training course related? The answer is that the course is related to the "core" CO job, i.e., those activities or tasks which are performed by COs all over the state, regardless of the location, size, budget, etc. of the county. Our description of this "core" job comes from two basic sources. First, the overall mission of the CO job and its place in the California Justice System are established in state law. The second source of data about the "core" CO job comes from the job analysis phase of the Standards Project sponsored by the Standards and Training for Corrections (STC) program. Drawing upon each of these sources, this section of the manual will describe the "core" CO job in terms of its: (a) overall mission, (b) role and function in the California Criminal Justice System, (c) major tasks and responsibilities, and (d) knowledge and skill requirements.

Mission of the Corrections Officer

The overall mission of the corrections officer is to ensure a safe, secure and humane environment for those persons who have been legally incarcerated and to protect society from those persons who represent a danger to the community and to themselves.

Role and Function of the Corrections Officer

The role and function of the corrections officer is to ensure that those persons entrusted to his/her care are provided with a decent and humane environment, protected from those who would harm them, and prevent them from harming themselves or others. A further role may be to provide services which would aid in the correction of the inmates and help them in overcoming handicaps, thereby permitting them to return to the community as productive members of society.

Major Tasks and Responsibilities

The major tasks and responsibilities of the CO job in the State of California have been defined in the statewide job analysis phase of the Standards Project sponsored by STC. For the purposes of this manual, only the highlights of that study will be presented. The reader is referred to the job analysis technical report for a much more detailed presentation of the study's methodology and results.

The primary data gathering instrument in the statewide job analysis was a structured task questionnaire completed by CO supervisors and incumbents. Respondents were asked to rate the frequency and importance of 194 tasks. These ratings were used to identify "core" tasks, i.e., those which are commonly performed by COs across the state and which are perceived to be essential to the job. As a result, 143 of the 194 tasks were identified as constituting the "core" CO job.

While each of these tasks cannot be presented here, the following task categories summarize the content of the core job. They include: booking/receiving and releasing; escorting and transporting; record keeping and report writing; supervising visitor and non-inmate movement; searching and securing; supervising inmates; communicating; and performing physically demanding and other miscellaneous tasks.

From a training perspective, the statewide job analysis provides a general picture of the knowledge and skill requirements (i.e., training needs) of corrections officers. It does not, however, tell us how these knowledges and skills are related to the core tasks. The nature of this linkage is critical to designing training which is focused on job performance rather than general subject matter. To obtain more specific information, a three day training needs analysis workshop was held. Participants were experienced corrections officers or supervisors from counties around the state.

The primary product of this workshop was a detailed listing of the knowledge and skill requirements for each core job task. These knowledges and skills then provided the basis for writing the performance objectives which are presented in Section 5 of this manual.

Because of the volume of detailed information generated by this process, the results have been summarized in terms of the major categories of required knowledges and skills. For the actual results, the reader is referred to the Development of Training Standards, The Standards Project: Training Phase Technical Report[2].

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1 Grabow, K. M., Sevy, B. A., and Houston, J. S. (1983). Statewide job analysis of three entry-level corrections positions for the California Board of Corrections Standards and Training for Corrections Program. Minneapolis, MN: Personnel Decisions, Inc.

2 McKenna, D. D., and Pottle, C. (1985). Development of Training Standards, Standards project: Training phase technical report. Minneapolis, MN: Personnel Decisions Research Institute.

The knowledge requirements identified as necessary for a corrections officer include:

- roles and responsibilities of the CO
- adult Criminal Justice System and process
- legal foundations of incarceration (e.g., Penal Code, Title 15 and related case law)
- classification factors
- management of assaultive behavior
- booking/receiving process
- orientation of inmates
- releasing procedures
- procedures for moving inmates within the facility
- procedures for distributing commissary goods
- indicators of psychological problems, substance abuse, and physical/medical problems
- procedures for assisting medical personnel
- visitation procedures
- mail handling procedures
- transport procedures

The skills identified as necessary for a corrections officer include:

- skill in accessing information in the Legal Codes
- identifying/handling contraband
- performing evasive self-defense and restraint techniques
- investigating disturbances
- searching the facility
- counting and locating inmates
- communicating with co-workers, inmates, and outside sources
- completing formal reports
- supervising inmates' activities (e.g., eating, cleaning, recreation, work)
- handling disturbances and disputes
- handling emergencies (e.g., fire, accident, crime)
- testifying in court
- CPR/First Aid

3. CORE TRAINING COURSE OUTLINE AND UNIT SCHEDULE

The purpose of this section is to present an overview of the CO Core Training Course. This will be done in two ways. First, an outline of the course units and modules will provide an overview of the general course content and sequence. Second, a unit schedule will be presented in a timeline showing the recommended length of each unit and the real-time sequence of the units.

Course Outline

UNIT 1.0	LAWS OF ARREST (PC 832) Course Mandated by PC 832 and Certified by P.O.S.T.
UNIT 2.0	CALIFORNIA CRIMINAL JUSTICE SYSTEM ORIENTATION
Module 2.1	Roles and Responsibilities of the Corrections Officer
Module 2.2	Adult Criminal Justice System and Process
UNIT 3.0	CODES, STATUTES, AND OTHER LEGAL DOCUMENTS
Module 3.1	Legal Foundations of Incarceration
Module 3.2	Reference Use of the Codes
Module 3.3	Constitutional Rights, Civil Rights, and Case Law
UNIT 4.0	CLASSIFICATION OF INMATES
Module 4.1	Factors Affecting Classification
Module 4.2	Implications of Classification
UNIT 5.0	CONTRABAND
Module 5.1	Identifying Contraband
Module 5.2	Handling Contraband
UNIT 6.0	ASSAULTIVE BEHAVIOR AND RESTRAINT TECHNIQUES
Module 6.1	Legal Principles and Constraints
Module 6.2	Management of Assaultive Behavior
Module 6.3	Assaultive Behavior Principles
Module 6.4	Evasive Self-Defense
Module 6.5	Mechanical Restraints

UNIT 7.0	BOOKING AND RECEIVING
Module 7.1	Receiving Inmates
Module 7.2	Booking Inmates
Module 7.3	Warrant Checks
Module 7.4	Processing New Inmates Prior to Housing
Module 7.5	Orienting New Inmates
Module 7.6	Issuing Supplies to New Inmates
UNIT 8.0	RELEASING
Module 8.1	Verifying Identity Prior to Release
Module 8.2	Returning Property Prior to Release
Module 8.3	Reviewing Bail Bonds
Module 8.4	Processing Release on Own Recognizance
Module 8.5	In Custody Releases
Module 8.6	Time Served Releases
UNIT 9.0	MAINTAINING SECURITY
Module 9.1	Basic Precautions
Module 9.2	Investigating Disturbances
Module 9.3	Searching the Facility
Module 9.4	Security Rounds
Module 9.5	Counting and Locating Inmates
UNIT 10.0	REPORTING AND RECORD KEEPING
Module 10.1	Communications with Co-workers
Module 10.2	Responding to Telephone Calls
Module 10.3	Communications to Outside the Facility
Module 10.4	Completing Formal Reports
UNIT 11.0	SUPERVISING INMATES
Module 11.1	Giving Instructions to Inmates
Module 11.2	Responding to Requests and Questions
Module 11.3	Movement Within the Facility
Module 11.4	Supervising Feeding
Module 11.5	Supervising Cleaning of Cells
Module 11.6	Supervising Recreation
Module 11.7	Supervising Use of the Telephone
Module 11.8	Disturbances and Disputes

UNIT 12.0 DISTRIBUTION OF SUPPLIES AND COMMISSARY

Module 12.1 Legal Issues
Module 12.2 Principles and Problems
Module 12.3 Distribution of Commissary Goods

UNIT 13.0 MONITORING PSYCHOLOGICAL AND PHYSICAL HEALTH

Module 13.1 Legal Issues
Module 13.2 Indicators of Psychological Problems
Module 13.3 Indicators of Substance Abuse
Module 13.4 Indicators of Physical/Medical Problems
Module 13.5 Assisting Medical Personnel in the Distribution of Medication

UNIT 14.0 MANAGEMENT OF INMATE WORKERS

Module 14.1 Selection of Inmate Workers
Module 14.2 Assignment of Responsibilities to Inmate Workers

UNIT 15.0 SCREENING AND MONITORING OF VISITORS

Module 15.1 Legal Issues Covering Visitation
Module 15.2 General Visitation
Module 15.3 Professional Visitation

UNIT 16.0 SCREENING AND DISTRIBUTION OF MAIL

Module 16.1 Legal Issues
Module 16.2 Processing Non-legal Mail
Module 16.3 Processing Legal Mail
Module 16.4 Distribution of Mail

UNIT 17.0 TRANSPORT OUTSIDE OF FACILITY

Module 17.1 Preparation for Transport
Module 17.2 Transport Procedure
Module 17.3 Guarding Inmates Outside the Facility

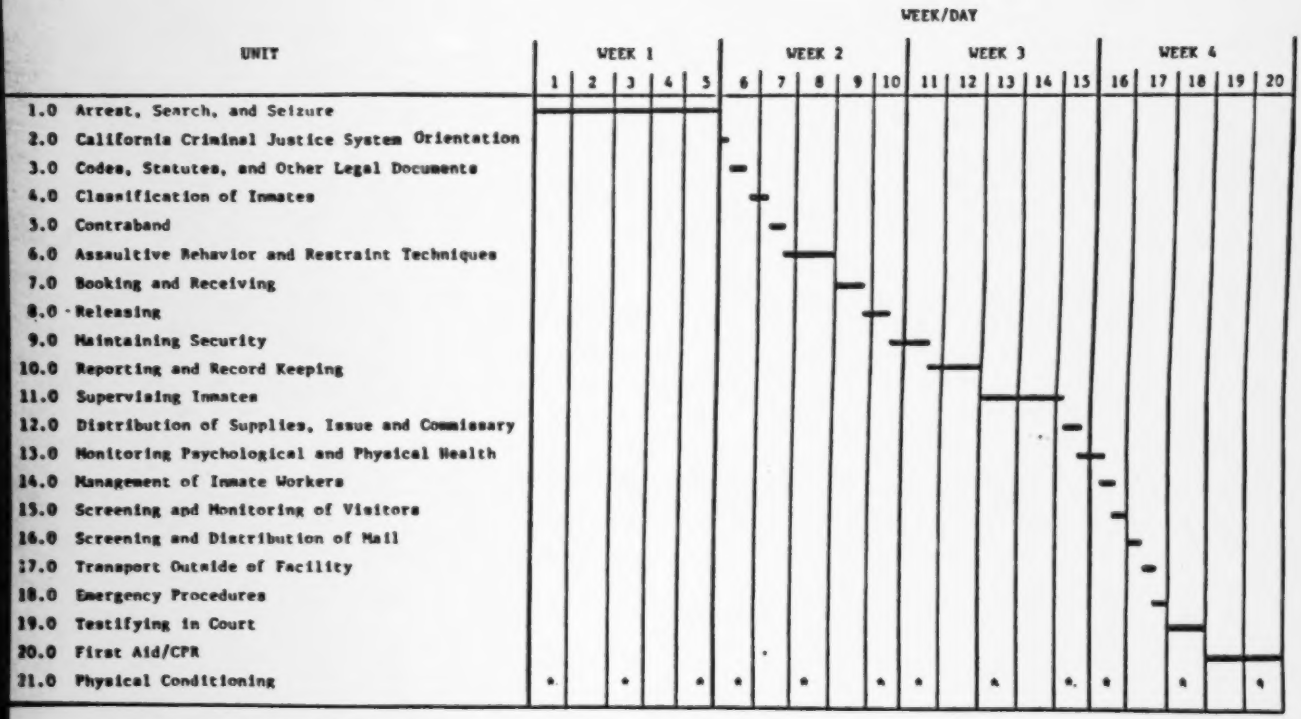
UNIT 18.0 EMERGENCY PROCEDURES

Module 18.1 Communication Regarding Emergencies
Module 18.2 Fire
Module 18.3 Accident or Crime

UNIT 19.0	TESTIFYING IN COURT
Module 19.1	Preparation for Testifying in Court
Module 19.2	Court Appearances
UNIT 20.0	FIRST AID/CPR (Course certified by duly authorized agency)
Module 20.1	First Aid
Module 20.2	CPR
UNIT 21.0	PHYSICAL CONDITIONING

Figure 1

Unit Schedule


WEEK/DAY
UNIT
WEEK 1
WEEK 2
WEEK 3
WEEK 4
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
1.0 Arrest, Search, and Seizure
2.0 California Criminal Justice System Orientation
3.0 Codes, Statutes, and Other Legal Documents
4.0 Classification of Inmates
5.0 Contraband
6.0 Assaultive Behavior and Restraint Techniques
7.0 Booking and Receiving
8.0 Releasing
9.0 Maintaining Security
10.0 Reporting and Record Keeping
11.0 Supervising Inmates
12.0 Distribution of Supplies, Issue and Commissary
13.0 Monitoring Psychological and Physical Health
14.0 Management of Inmate Workers
15.0 Screening and Monitoring of Visitors
16.0 Screening and Distribution of Mail
17.0 Transport Outside of Facility
18.0 Emergency Procedures
19.0 Testifying in Court
20.0 First Aid/CPR
21.0 Physical Conditioning

* Physical Conditioning periods are held during the last hour of the day.

Note: For testing Periods, see Daily Schedule.

4. DAILY SCHEDULE

In this section, a daily course schedule is presented. Each training day is divided into hourly units during which a module or portion of a module will be taught. The recommended instructional methods for teaching each module are also shown in the schedule. Where testing is scheduled, the schedule presents the units or modules to be tested and the test methods recommended for use with that material.

This recommended training model and schedule reflects an eight-hour training day. The total number of hours in this model exceeds the minimum instructional and testing hours. It is in this format for the convenience of the training provider and participating agencies for meeting individual needs and emphasizing local concerns. For the training provider, the daily course schedule represents the framework for developing detailed lesson plans. The schedule designates the module to be taught within a given time period. Specific performance objectives and design specifications for each module can be found in Section 5 of this manual.

Because of space limitations, the following abbreviations for instructional and testing methods are used in the daily schedule:

Instructional Methods

L = Lecture with visual aids and/or handouts
C = Case Study
VF = Videotape or Film
AT = Audiotape
D = Discussion
DM = Demonstration or Modeling
RP = Role Play
PF = Practice with Feedback

Testing Methods

JK = Job Knowledge Test (e.g., multiple choice)
WS = Written Skills Test (e.g., essay, report)
BS = Behavior Skills Test (e.g., role play, demonstration)

CORRECTIONS OFFICER CORE COURSE DAILY SCHEDULE

	DAY	TIME		MODULE	INSTRUCTIONAL/TEST METHOD
1)	Monday	0800-1700	1.0	Laws of Arrest	
		1700-1800	21.0	Physical Conditioning	
2)	Tuesday	0800-1700	1.0	Laws of Arrest	
3)	Wednesday	0800-1700	1.0	Laws of Arrest	
		1700-1800	21.0	Physical Conditioning	
4)	Thursday	0800-1700	1.0	Laws of Arrest	
5)	Friday	0800-1700	1.0	Laws of Arrest	
		1700-1800	21.0	Physical Conditioning	
6)	Monday	0800-0900	2.1	Roles and Responsibilities of the Corrections Officer	L
		0900-1030	2.2	Adult Criminal Justice System and Process	L, C
		1030-1130	3.1	Legal Foundations of Incarcerations	L
		1130-1230	3.2	Reference Use of the Codes	L, C, DM, PF
		1230-1330	LUNCH		
		1330-1500	3.3	Constitutional Rights, Civil Rights, and Case Law	L, C, DM, PF
		1500-1600	4.1	Factors Affecting Classification	L, C, DM, D, PF
		1600-1700	21.0	Physical Conditioning	
7)	Tuesday	0800-1000	4.2	Implications of Classification	L, C, DM, D, PF
		1000-1100	5.1	Identifying Contraband	L
		1100-1200	5.2	Handling Contraband	L, C
		1200-1300	LUNCH		
		1300-1400	6.1	Legal Principles and Constraints	L
		1400-1500	6.2	Assaultive Behavior Principles	L
		1500-1700	6.3	Management of Assaultive Behavior	L, D

	DAY	TIME		MODULE	INSTRUCTIONAL/TEST METHOD
8)	Wednesday	0800-0930	TEST	2.0, 3.0, 4.0, 5.0	JK
		0930-1330	6.4	Evasive Self-Defense	L, D, RP, PF, DM
		1330-1430	LUNCH		
		1430-1600	6.5	Mechanical Restraints	L, D, RP, PF, DM
		1600-1700	21.0	Physical Conditioning	
9)	Thursday	0800-1000	7.1	Receiving Inmates	L, C, D, DM, PF
		1000-1130	7.2	Booking Inmates	L, DM
		1130-1200	7.3	Warrant Checks	L, C
		1200-1300	LUNCH		
		1300-1430	7.4	Processing New Inmates Prior to Housing	L, DM, PF
		1430-1500	7.5	Orienting New Inmates	L
		1500-1515	7.6	Issuing Supplies to New Inmates	L
		1515-1530	8.1	Verifying Identity Prior to Release	L
		1530-1545	8.2	Returning Property Prior to Release	L
		1545-1630	8.3	Reviewing Bail Bonds	L, C, DM, PF
		1630-1700	8.4	Processing Release on Own Recognizance	L
10)	Friday	0800-1030	TEST	6.0	JK, BS
		1030-1100	8.5	In Custody Releases	L, C, DM, PF
		1100-1145	8.6	Time Served Releases	L, C, DM, PF
		1145-1245	LUNCH		
		1245-1330	9.1	Basic Precautions	L, D
		1330-1415	9.2	Investigating Disturbances	L, D
		1415-1600	9.3	Searching the Facility	L, D
		1600-1700	21.0	Physical Conditioning	
11)	Monday	0800-1000	TEST	7.0, 8.0	JK, BS, WS
		1000-1145	9.4	Security Rounds	L, D
		1145-1245	LUNCH		
		1245-1415	9.5	Counting and Locating Inmates	L, D
		1415-1600	10.1	Communications with Co-Workers	L, D, C, DM, PF
		1600-1700	21.0	Physical Conditioning	

	DAY	TIME		MODULE	INSTRUCTIONAL/TEST METHOD
12)	Tuesday	0800-0830	10.2	Responding to Phone Calls	L, D
		0830-0900	10.3	Communications to Outside the Facility	L
		0900-1200	10.4	Completing Formal Reports	L, D, DM, C, PF
		1200-1300	LUNCH		
		1300-1700	10.4	Completing Formal Reports	L, D, DM, C, PF
13)	Wednesday	0800-1000	TEST	9.0, 10.0	JK, WS
		1000-1100	11.1	Giving Instructions to Inmates	L, D, DM, PF
		1100-1200	11.2	Responding to Requests and Questions	L, D
		1200-1300	LUNCH		
		1300-1600	11.3	Movement Within the Facility	L, D, DM, PF
		1600-1700	21.0	Physical Conditioning	
14)	Thursday	0800-1000	11.4	Supervising Feeding	L, D, DM, PF
		1000-1115	11.5	Supervising Cleaning of Cells	L, DM, PF
		1115-1230	11.6	Supervising Recreation	L, D
		1230-1330	LUNCH		
		1330-1400	11.7	Supervising Use of the Telephone	L, D
		1400-1700	11.8	Disturbances and Disputes	L, C, D, DM, PF
15)	Friday	0800-1030	11.8	Disturbances and Disputes	L, C, D, DM, PF, VF, RP
		1030-1045	12.1	Legal Issues	L
		1045-1130	12.2	Principles and Problems	L
		1130-1145	12.3	Distribution of Commissary Goods	L
		1145-1215	13.1	Legal Issues	L, D
		1215-1315	LUNCH		
		1315-1430	13.2	Indicators of Psychological Problems	L, D, VF, DM, PF
		1430-1615	13.3	Indicators of Substance Abuse	L, D, VF
		1615-1700	21.0	Physical Conditioning	
16)	Monday	0800-1030	TEST	11.0, 12.0	JK, WS
		1030-1200	13.4	Indicators of Physical/Medical Problems	L, D
		1200-1300	LUNCH		

	DAY	TIME		MODULE	INSTRUCTIONAL/TEST METHOD
16)	Monday (cont.)	1300-1400	13.5	Assisting Medical Personnel in the Distribution of Medication	L
		1400-1430	14.1	Selection of Inmate Workers	L, C
		1430-1500	14.2	Assignment of Responsibilities to Inmate Workers	L
		1500-1530	15.1	Legal Issues Covering Visitation	L
		1530-1600	15.2	General Visitation	L
		1600-1630	15.3	Professional Visitation	L, D
		1630-1700	21.0	Physical Conditioning	
17)	Tuesday	0800-0830	16.1	Legal Issues	L
		0830-0900	16.2	Processing Non-Legal Mail	L, D
		0900-0915	16.3	Processing Legal Mail	L
		0915-0930	16.4	Distribution of Mail	L
		0930-1015	17.1	Preparation for Transport	L
		1015-1100	17.2	Transport Procedure	L, C, DM, PF
		1100-1200	17.3	Guarding Inmates Outside the Facility	L, D, DM, PF
		1200-1300	LUNCH		
		1300-1400	18.1	Communication Regarding Emergencies	L, C, DM, PF
		1400-1630	18.2	Fire	L, DM, PF, D
		1630-1700	18.3	Accident or Crime	L
18)	Wednesday	0800-1030	TEST	13.0, 14.0, 15.0, 16.0, 17.0, 18.0	JK, WS, BS
		1030-1215	19.1	Preparation for Testifying in Court	L, D
		1215-1315	LUNCH		
		1315-1500	19.2	Court Appearances	L, C, VF, DM
		1500-1700	TEST	19.0	JK
		1700-1800	TEST	21.0 Physical Conditioning	BS
19)	Thursday	0800-1700	20.1	First Aid	
20)	Friday	0800-1700	20.2	CPR	
		1700-1800	TEST	21.0 Physical Conditioning	BS

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5. PERFORMANCE OBJECTIVES AND DESIGN SPECIFICATIONS

In this section, the performance objectives are presented for each course unit and module. To provide further support to the training provider, the objectives have been placed in an appropriate learning sequence, i.e., objectives should be taught in the order in which they appear in this manual. Furthermore, recommended instructional methods and testing methods are given for each objective.

It should be emphasized that these are estimated times, based primarily on rational considerations of the complexity and difficulty of the objective and the amount of time necessary to assess reliably performance on the objective. As a rule of thumb in developing multiple choice tests, most test-takers can complete a single, four-alternative multiple choice item in about one minute (or 60/hr.).

UNIT 1.0

LAWS OF ARREST

(PC 832)

(Performance Objectives prescribed by the
Peace Officers Standards Training Commission)

Subject matter found in this course that is important to the Corrections Officer Core Training Course includes those performance objectives that address "Person Search Techniques." Agencies and providers are encouraged to add this subject matter to the CO curriculum.

UNIT 2.0

CALIFORNIA CRIMINAL JUSTICE SYSTEM ORIENTATION

Unit Instructional Time - 2:00*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 2.1: ROLES AND RESPONSIBILITIES OF THE CORRECTIONS OFFICER
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

2.1.1 Identify the major roles and responsibilities of the corrections officer in relation to the following constituencies:

- State of California
- County Judicial System
- Community
- Inmates
- Other Corrections Personnel
- Other Agencies in the Criminal Justice System

Instructional Methods/Time: L/15
Job Knowledge Test # 1
Number of Test Items = 3

2.1.2 Identify the roles and relationships of the following components in the Adult Criminal Justice System:

- Legislature
- Court Systems (e.g., superior, municipal, appellate)
- Court Clerk
- District Attorney
- Defense Attorneys
- Police Department/Sheriff's Department
- Probation Department
- Department of Corrections
- Community Agencies
- Judge, Referee, Commissioner, Protem, etc.

Instructional Methods/Time: L/15
Job Knowledge Test # 1
Number of Test Items = 4

MODULE 2.2: ADULT CRIMINAL JUSTICE SYSTEM AND PROCESS
Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

2.2.1 Identify the major historical milestones in the development of adult criminal justice systems in the United States and in the State of California.

Instructional Methods/Time: L/15
No Test

2.2.2 Identify the major current trends in adult criminal justice in the United States and in the State of California.

Instructional Methods/Time: L/15
No Test

2.2.3 Identify the difference between a felony, a misdemeanor, and an infraction.

Instructional Methods/Time: L/15
Job Knowledge Test # 1
Number of Test Items - 2

2.2.4 Identify the adult criminal justice process from arrest to disposition.

Instructional Methods/Time: L/15
Job Knowledge Test # 1
Number of Test Items - 2

2.2.5 Identify the major types of dispositions (e.g., incarceration, probation, restitution).

Instructional Methods/Time: L/15
Job Knowledge Test # 1
Number of Test Items - 2

2.2.6 Identify circumstances under which juveniles would be processed in the Adult Criminal Justice System, using the Penal Code and the W & I Code for reference.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 1
Number of Test Items - 2

UNIT 3.0

CODES, STATUTES, AND OTHER LEGAL DOCUMENTS

Unit Instructional Time = 3:00*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 3.1: LEGAL FOUNDATIONS OF INCARCERATION
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

3.1.1 Identify the primary legal references and sources that impact the work of a corrections officer. For example:

- Codes (e.g., California Administrative Code, Title 15)
- Statutes
- Other Case Law

Instructional Methods/Time: L/30
Job Knowledge Test # 2
Number of Test Items = 5

MODULE 3.2: REFERENCE USE OF THE CODES
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

3.2.1 Given a reference to a specific Code section or topic, demonstrate the procedure for accessing that section or information on that topic.

Instructional Methods/Time: L, C, DM, PF/15
Job Knowledge Test # 3
Number of Test Items - 3

3.2.2 Given a specific Code violation, identify the elements, classification, and penalties of that violation using the relevant Code for reference.

Instructional Methods/Time: L, DM, PF/30
Job Knowledge Test # 3
Number of Test Items - 4

3.2.3 Given a reference to a specific misdemeanor, indicate whether or not the person who committed the offense can be held in custody using PC 853.6 for reference.

Instructional Methods/Time: L, DM, PF/15
Job Knowledge Test # 3
Number of Test Items - 3

MODULE 3.3: CONSTITUTIONAL RIGHTS, CIVIL RIGHTS, AND CASE LAW
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

3.3.1 Identify the reasons for the importance of the Minimum Jail Standards (Title 15) to the work of the corrections officer.

Instructional Methods/Time: L/45
Job Knowledge Test # 4
Number of Test Items - 5

3.3.2 Given verbal or visual descriptions of situations relevant to inmate housing or care (e.g., privacy, feeding), identify instances of mistreatment using Title 15 and case law for reference.

Instructional Methods/Time: L, C, DM, PF/45
Job Knowledge Test # 5
Number of Test Items - 10

UNIT 4.0

CLASSIFICATION OF INMATES

Unit Instructional Time - 2:30*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 4.1: FACTORS AFFECTING CLASSIFICATION
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

4.1.1 Given a sample case description including medical status, gender, Code violation, and behavior history, indicate those factors that would affect classification (e.g., gang affiliation, sexual tendencies) using the Penal Code for reference.

Instructional Methods/Time: L, C, DM, PF/45
Job Knowledge Test # 6
Number of Test Items - 10

4.1.2 Identify behaviors potentially present during the classification process that would suggest the need for further investigation prior to classification. For example:

- requests for a particular unit
- unusual nervousness

Instructional Methods/Time: L, C, D, DM/15
Job Knowledge Test # 7
Number of Test Items - 3

MODULE 4.2: IMPLICATIONS OF CLASSIFICATION
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

4.2.1 Identify the reasons why appropriate classification of inmates is important. For example:

- increases security
- prevents legal liability for inappropriate mixing

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 7
Number of Test Items - 3

4.2.2 Given a list of classifications, identify specific risks, precautions, etc. associated with each.

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 7
Number of Test Items - 4

4.2.3 Given a sample case description, classify the individual using a sample department classification policy.

Instructional Methods/Time: L, C, D, DM, PF/45
Job Knowledge Test # 7
Number of Test Items - 5

UNIT 5.0

CONTRABAND

Unit Instructional Time - 2:00*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 5.1: IDENTIFYING CONTRABAND
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

5.1.1 Identify major types of contraband using a sample Department Policy Manual for reference.

Instructional Methods/Time: L/10
Job Knowledge Test # 8
Number of Test Items - 1

5.1.2 State why each major type of contraband represents a potential hazard in a correctional facility. For example:

- materials for shanks
- stamps
- money
- drugs
- greeting cards

Instructional Methods/Time: L (contraband display)/10
Job Knowledge Test # 8
Number of Test Items - 1

5.1.3 Given a list of items, identify those that can be confiscated and those that cannot using a sample Department Policy Manual for reference.

Instructional Methods/Time: L/10
Job Knowledge Test # 8
Number of Test Items - 1

5.1.4 Identify common ways in which contraband is obtained by inmates. For example:

- visitors
- attorneys
- packages from visitors
- mail
- over fence
- feeding
- accumulation of issue

Instructional Methods/Time: L/15
Job Knowledge Test # 8
Number of Test Items - 1

5.1.5 List common hiding places for contraband. For example:

- body cavities
- heels
- books
- cards
- magazines and newspapers
- vents
- toilets
- mattresses

Instructional Methods/Time: L/15
Job Knowledge Test # 8
Number of Test Items - 1

MODULE 5.2: HANDLING CONTRABAND
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

5.2.1 Describe the process for handling various types of contraband (e.g., drugs, weapons) once confiscated using a sample Department Policy Manual for reference.

Instructional Methods/Time: L/30
Job Knowledge Test # 8
Number of Test Items - 4

5.2.2 Given a description of an incident in which an inmate is found to be in possession of a given type of contraband, state whether an arrest is indicated using the Penal Code for reference.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 8
Number of Test Items - 3

5.2.3 Describe the procedure for handling contraband when an arrest is indicated, using the Penal Code for reference.

Instructional Methods/Time: L/15
Job Knowledge Test # 8
Number of Test Items - 3

UNIT 6.0

ASSAULTIVE BEHAVIOR AND RESTRAINT TECHNIQUES

Unit Instructional Time - 8:00*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 6.1: LEGAL PRINCIPLES AND CONSTRAINTS
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

6.1.1 Given examples of situations requiring the use of physical force, generate an opinion regarding actions that would constitute reasonable force using relevant Codes, statutes, and case law materials for reference.

Instructional Methods/Time: L/60
Job Knowledge Test # 9
Number of Test Items - 7

MODULE 6.2: MANAGEMENT OF ASSAULTIVE BEHAVIOR
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

6.2.1 Identify and give behavioral examples of the five phases of the assaultive behavior cycle. The phases include:

- Triggering phase
- Escalating phase
- Crisis phase
- Recovery phase
- Post-crisis depression phase

Instructional Methods/Time: L/50
Job Knowledge Test # 10
Number of Test Items - 10

6.2.2 State the relationship between physiological arousal and quality of judgment during the assaultive behavior cycle.

Instructional Methods/Time: L/10
Job Knowledge Test # 9
Number of Test Items - 3

MODULE 6.3: ASSAULTIVE BEHAVIOR PRINCIPLES
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

6.3.1 Given a list of various tasks and duties of corrections officers, identify those in which there is a high risk of assault.

Instructional Methods/Time: L, D/45
Job Knowledge Test # 11
Number of Test Items - 10

6.3.2 Given descriptions of interpersonal situations that may escalate or have escalated to violence, generate behavioral descriptions of appropriate corrections officer responses.

Instructional Methods/Time: L, D/45
Job Knowledge Test # 12
Number of Test Items - 10

6.3.3 Identify rules to follow in dangerous situations.For example:

- do not take sides
- assess need for help
- separate and isolate participants if possible
- do not move physically between combatants
- act quickly, quietly, decisively
- do not turn your back on a violent individual
- disarm all involved parties
- prevent persons from hurting themselves

Instructional Methods/Time: L, D/30
Job Knowledge Test # 9
Number of Test Items - 5

MODULE 6.4: EVASIVE SELF-DEFENSE
Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

6.4.1 Identify the general rules to follow in defending oneself against an assault. For example:

- Avoid using physical intervention unless there is a clear and present danger of physical injury
- Seek the position of defense
- Use your weight and leverage against the inmate's strength
- When there is a choice, grasp the inmate by the clothing rather than by the flesh
- Grasp the limbs at points just above the joints to avoid injuries and gain better leverage
- Allow the inmate to move a little to help him/her regain self-control
- When containing an inmate against a wall or the floor, restrict mobility by holding his or her face to the surface
- Minimize the space available to the inmate and maximize the space available to staff
- Once contact has been made, do not let go until all agree that it is safe. Let others know in advance if you must let go
- Use the least amount of physical force necessary to control the situation

Instructional Methods/Time: L, D/30
Job Knowledge Test # 13
Number of Test Items - 15

6.4.2 In a simulated assault, execute evasive responses to the following types of attacks:

- hooking blow with hand
- overhead blow with hand
- head-on charge
- kicking
- choking
- bear hug
- hair pulling
- biting
- attack with chair

Instructional Methods/Time: L, DM, RP, PF/120
Behavioral Skills Test # 1

6.4.3 In a simulated assault, execute a defensive response demonstrating the principle of balance control.

Instructional Methods/Time: L, DM, RP, PF/30
Behavioral Skills Test # 1

MODULE 6.5: MECHANICAL RESTRAINTS
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

6.5.1 In a simulated interaction calling for the use of mechanical restraint, execute the application of the following:

- . shackles
- . belt, chain, or straps

Instructional Methods/Time: L, DM, RP, PF/60
Behavioral Skills Test # 1

UNIT 7.0

BOOKING AND RECEIVING

Unit Instructional Time - 6:00*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 7.1: RECEIVING INMATES
Module Instructional Time: 1:45

PERFORMANCE OBJECTIVES:

7.1.1 List the forms which typically must be completed in the process of receiving an inmate.

Instructional Methods/Time: L/10
Job Knowledge Test # 14
Number of Test Items - 1

7.1.2 Identify the correct procedure for receiving inmates including the following steps:

- pat-search
- strip-search if probable cause
- screen to determine if medical attention is needed

Instructional Methods/Time: L/30
Job Knowledge Test # 14
Number of Test Items - 3

7.1.3 Given a sample arrest report or booking report on an incoming prisoner, generate a list of additional questions to ask the arresting officer.

Instructional Methods/Time: L, C, DM, PF/45
Written Skills Test # 1

7.1.4 Identify Title 15 mandates and state law regarding the medical screening of incoming inmates.

Instructional Methods/Time: L, C, D/20
Job Knowledge Test # 14
Number of Test Items - 3

MODULE 7.2: BOOKING INMATES
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

7.2.1 Identify different types of legal detainers. For example:

- warrant
- court order or commitment
- bail bond surrender
- DA letter of citation
- state parole or probation holds

Instructional Methods/Time: L/30
Job Knowledge Test # 14
Number of Test Items - 2

7.2.2 List appropriate steps in the booking procedure. For example:

- gather required forms and documents
- review all documents for accuracy and legal sufficiency
- complete booking forms
- obtain information from the inmate
- transfer information from the arresting officer's report to the booking sheet
- inventory, document, and take custody of the inmate's property
- obtain sign-off from the inmate

Instructional Methods/Time: L, DM/60
Job Knowledge Test # 14
Number of Test Items - 3

MODULE 7.3: WARRANT CHECKS
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

7.3.1 Identify components of a valid warrant. For example:

- name
- date of birth
- issuing agency
- date of issue
- judge's name
- bail
- warrant number
- physical description

Instructional Methods/Time: L, C/15
Job Knowledge Test # 14
Number of Test Items - 2

7.3.2 State the reasons why warrant checks should be completed prior to booking or releasing inmates. For example:

- prevents wanted person from escaping legal liability for illegal detention
- civil liability for releasing wanted person

Instructional Methods/Time: L, C/15
Job Knowledge Test # 14
Number of Test Items - 1

MODULE 7.4: PROCESSING NEW INMATES PRIOR TO HOUSING
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

7.4.1 Identify the major steps in processing inmates prior to housing. For example:

- provide phone calls and documentation calls
- photograph incoming inmates
- fingerprint incoming inmates
- prepare ID tag or bracelet

Instructional Methods/Time: L/5
Job Knowledge Test # 15
Number of Test Items - 2

7.4.2 Identify the number of calls new inmates are allowed to make in compliance with PC 851.5.

Instructional Methods/Time: L/10
Job Knowledge Test # 15
Number of Test Items - 1

7.4.3 Identify the prints that are required for juveniles and adults according to state regulations, using the appropriate codes for reference.

Instructional Methods/Time: L/10
Job Knowledge Test # 15
Number of Test Items - 1

7.4.4 Execute the rolling of acceptable fingerprints using fingerprinting equipment.

Instructional Methods/Time: L, DM, PF/60
Behavioral Skills Test # 2

7.4.5 Identify the reasons why it is important to obtain clear fingerprints. For example:

- links persons with crimes
- completes a criminal record
- establishes that a person was in custody at a given time

Instructional Methods/Time: L/5
Job Knowledge Test # 15
Number of Test Items - 2

MODULE 7.5: ORIENTING NEW INMATES
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

7.5.1 Identify the benefits of providing incoming inmates with a thorough orientation. For example:

- provides for smooth running of jail
- avoids confusion
- avoids time wasted in answering questions
- meets statewide standards

Instructional Methods/Time: L/10
Job Knowledge Test # 15
Number of Test Items - 2

7.5.2 Identify the major steps in orienting new inmates, in compliance with the Minimum Jail Standards. For example:

- give the inmate an information packet or point out posted regulations
- allow the person to view orientation film where available
- answer questions

Instructional Methods/Time: L/20
Job Knowledge Test # 15
Number of Test Items - 3

MODULE 7.6: ISSUING SUPPLIES TO NEW INMATES
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

7.6.1 State consequences of improper issue of supplies to new inmates. For example:

- legal liability
- costs
- potential for suicide or escape

Instructional Methods/Time: L/5
Job Knowledge Test # 15
Number of Test Items = 2

7.6.2 Identify minimum type of clothing and bedding required by the Minimum Jail Standards.

Instructional Methods/Time: L/10
Job Knowledge Test # 15
Number of Test Items = 2

UNIT 8.0

RELEASING

Unit Instructional Time - 3:00*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 8.1: VERIFYING IDENTITY PRIOR TO RELEASE
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

8.1.1 State the possible consequences of releasing the wrong person. For example:

- danger to the community
- danger to staff
- legal liability

Instructional Methods/Time: L/5
Job Knowledge Test # 16
Number of Test Items = 2

8.1.2 Identify the procedure for verifying the identity of an inmate prior to release. For example:

- matching picture with person's appearance
- requesting identifying information from the inmate
- matching physical description with appearance
- matching prints
- matching newly obtained signature with original signature

Instructional Methods/Time: L/10
Job Knowledge Test # 16
Number of Test Items = 1

MODULE 8.2: RETURNING PROPERTY PRIOR TO RELEASE
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

8.2.1 State the reasons for ensuring that an inmate understands the implications of signing off (e.g., potential liability).

Instructional Methods/Time: L/5
Job Knowledge Test # 16
Number of Test Items = 2

8.2.2 Identify the procedure for returning property. For example:

- inventory items as they are returned
- ensure that inmate understands the implications of signing off
- obtain signature from inmate and releasing officer

Instructional Methods/Time: L/10
Job Knowledge Test # 16
Number of Test Items = 1

MODULE 8.3: REVIEWING BAIL BONDS
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

8.3.1 Identify the purpose and different types of bail.

Instructional Methods/Time: L/15
Job Knowledge Test # 16
Number of Test Items - 2

8.3.2 Given a sample case description, determine if the inmate is eligible for bail bond.

Instructional Methods/Time: L, C, DM, PF/10
Job Knowledge Test # 16
Number of Test Items - 3

8.3.3 Given a sample violation and a court calendar, generate time frames for court dates.

Instructional Methods/Time: L, DM/5
Job Knowledge Test # 16
Number of Test Items - 3

8.3.4 Identify points to check on a bail bond. For example:

- signed by notary/agent
- amount equal to or greater than bail set
- correct court date and jurisdiction
- no holds on insurance company
- offense/charge stated
- name booked under matches name on bond
- warrant and case number or booking number

Instructional Methods/Time: L/15
Job Knowledge Test # 16
Number of Test Items - 1

MODULE 8.4: PROCESSING RELEASE ON OWN RECOGNIZANCE
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

8.4.1 Identify why it is important to carefully process a "release on own recognizance." For example:

- without original signature, court will not issue warrant
- if information is unclear, releasee may miss court date
- corrections officer may be legally liable for improper release

Instructional Methods/Time: L/15
Job Knowledge Test # 16
Number of Test Items - 1

8.4.2 Identify the correct procedure for processing release on own recognizance. For example:

- conduct a warrant check
- determine eligibility
- establish court of appearance and date
- advise releasee of requirements
- ensure understanding of requirements
- obtain signature from releasee
- retain original of form and give copy to releasee

Instructional Methods/Time: L/15
Job Knowledge Test # 16
Number of Test Items - 2

MODULE 8.5: IN CUSTODY RELEASES
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

8.5.1 Identify differences between the various types of releases (e.g., removal order, commitment).

Instructional Methods/Time: L/15
Job Knowledge Test # 16
Number of Test Items = 3

8.5.2 Given sample case materials and forms, complete the paperwork accompanying an "in custody" release.

Instructional Methods/Time: L, C, DM, PF/15
Written Skills Test # 2

MODULE 8.6: TIME SERVED RELEASES
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

8.6.1 Identify different types of credits used in computing time served. For example:

- program time
- good time
- work time
- credit for time served
- school time
- early release time

Instructional Methods/Time: L/5
Job Knowledge Test # 16
Number of Test Items - 1

8.6.2 Identify the difference between consecutive and concurrent sentences.

Instructional Methods/Time: L/5
Job Knowledge Test # 16
Number of Test Items - 1

8.6.3 Given sample case materials and using a good time/work time chart, compute time served credits and indicate the appropriateness of release using PC 4024 for reference.

Instructional Methods/Time: L, C, DM, PF/30
Job Knowledge Test # 16
Number of Test Items - 6

8.6.4 State why an inmate's claims that he/she is due for release should be checked out (e.g., legal liability for inappropriate detention).

Instructional Methods/Time: L/5
Job Knowledge Test # 16
Number of Test Items - 1

UNIT 9.0

MAINTAINING SECURITY

Unit Instructional Time = 6:30*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 9.1: BASIC PRECAUTIONS
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

9.1.1 State why the following errors in key handling might pose threats to security:

- wearing keys into the housing area with an inmate
- giving security keys to unauthorized personnel
- putting keys down
- using keys as tools
- keeping old or worn keys
- talking about key numbers in front of inmates
- leaving key in lock after opening door
- entering occupied cell with security keys
- tossing keys to another officer
- putting key numbers on locks

Instructional Methods/Time: L, D/30
Job Knowledge Test # 17
Number of Test Items = 10

9.1.2 Identify the purpose of a Sallyport, and describe the procedure for entering or leaving.

Instructional Methods/Time: L/15
Job Knowledge Test # 18
Number of Test Items = 2

MODULE 9.2: INVESTIGATING DISTURBANCES
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

9.2.1 State principles for maintaining safety and security while investigating disturbances. For example:

- assess type of disturbance
- don't rush in without planning
- inform other officers before going in
- have back-up ready
- don't unlock doors
- remember safety and security are first priorities

Instructional Methods/Time: L, D/30
Job Knowledge Test # 19
Number of Test Items - 10

9.2.2 Identify possible consequences of failing to promptly investigate disturbances. For example:

- damage to facility
- physical harm to inmates or staff
- escape
- legal liability

Instructional Methods/Time: L, D/15
Job Knowledge Test # 18
Number of Test Items - 2

MODULE 9.3: SEARCHING THE FACILITY
Module Instructional Time: 1:45

PERFORMANCE OBJECTIVES:

9.3.1 Identify things to look for when searching the facility. For example:

- shanks
- excess supplies
- razor keys
- tattoo kits
- excess medications
- contraband
- damage to building

Instructional Method/Time:L/15
Job Knowledge Test # 18
Number of Test Items = 2

9.3.2 List sequentially the steps to be taken in searching the facility. For example:

- get tools for search
- plan where to relocate inmates -- how to rotate during search
- search individual inmates
- remove inmates from area as searched
- work around room systematically; designate centralized spot for placing found contraband
- remove contraband
- remove excess supplies
- determine to whom the contraband belonged
- return inmates
- take pictures of evidence
- write and file report on search and results

Instructional Methods/Time: L, D/30
Job Knowledge Test # 18
Number of Test Items = 3

9.3.3 List potential hiding places to be checked carefully during a search of the facility. For example:

- shower rod, ledge, curtain seam
- drains
- vents
- commode
- door assemblies
- boxes
- bed post
- soap, toothpaste
- mattress
- books
- garbage cans

Instructional Methods/Time: L/30
Job Knowledge Test # 20
Number of Test Items - 10

9.3.4 Describe the procedure for limiting and controlling movement of inmate workers during search of facility.

Instructional Methods/Time: L, D/15
Job Knowledge Test # 18
Number of Test Items - 2

9.3.5 Identify tools or materials that might be useful during a search of the facility and describe potential uses of each. For example:

- mirrors
- gloves
- screwdrivers
- hammers
- checklists
- metal detectors
- baskets, buckets
- property bags

Instructional Methods/Time: L/15
Job Knowledge Test # 18
Number of Test Items - 2

MODULE 9.4: SECURITY ROUNDS
Module Instructional Time: 1:45

PERFORMANCE OBJECTIVES:

9.4.1 Identify principles governing security rounds. For example:

- make scheduled and unscheduled rounds
- walk quietly
- maintain high profile
- vary routine or pattern of rounds
- document anything out of the ordinary

Instructional Methods/Time: L, D/30
Job Knowledge Test # 18
Number of Test Items - 2

9.4.2 Identify things to watch out for on security rounds. For example:

- damage to property
- signs of fights
- inmate's efforts to block view
- excessive supplies
- bizarre behavior of inmates (e.g., rocking)
- bars, locks, doors that have been tampered with
- unusual sounds

Instructional Methods/Time: L, D/30
Job Knowledge Test # 18
Number of Test Items - 2

9.4.3 Identify reasons for surveying the physical plant and outer fence as well as assigned areas on security rounds.

Instructional Methods/Time: L/15
Job Knowledge Test # 18
Number of Test Items - 2

9.4.4 Identify steps in conducting outside perimeter checks:

- get equipment together (flashlight, radio, weapons)
- notify all posts
- walk around building and fences
- look for abnormalities
- notify officers when you return
- notify watch commander if anything is wrong
- log security check and any problems
- notify superior to fill out maintenance request when appropriate

Instructional Methods/Time: L/15
Job Knowledge Test # 18
Number of Test Items - 2

9.4.5 List potential warning signs to be observed in outside perimeter checks. For example:

- suspicious vehicles
- people loitering in area
- physical damage to security barriers
- locking mechanisms tampered with
- window/structural damage

Instructional Methods/Time: L, D/15
Job Knowledge Test # 18
Number of Test Items - 2

MODULE 9.5: COUNTING AND LOCATING INMATES
Module Instructional Time:1:30

PERFORMANCE OBJECTIVES:

9.5.1 Identify procedures for doing different kinds of counts. For example:

- numerical
- body
- photo

Instructional Methods/Time: L/30
Job Knowledge Test # 18
Number of Test Items - 2

9.5.2 Identify why the following principles are important to the effective counting of inmates. For example:

- ascertain that each person is alive
- check physical and psychological condition
- never let inmates count
- insist that all movement stops during the count
- verify the count during each shift

Instructional Methods/Time: L, D/15
Job Knowledge Test # 18
Number of Test Items - 2

9.5.3 Describe the procedure for responding to the absence of an inmate. For example:

- verify someone is missing
- secure area
- contact supervisor

Instructional Methods/Time: L/15
Job Knowledge Test # 18
Number of Test Items - 1

9.5.4 List principles of searching for a missing or escaped inmate. For example:

- follow headcount and lockdown procedure
- identify whether missing or escaped

Instructional Methods/Time: L, D/30
Job Knowledge Test # 18
Number of Test Items - 2

UNIT 10.0

REPORTING AND RECORD KEEPING

Unit Instructional Time = 8:30*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 10.1 COMMUNICATIONS WITH CO-WORKERS
Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

10.1.1 Identify the following principles for calling and reporting to fellow officers. For example:

- Collect and provide thorough, clear, and accurate information
- Do not exaggerate, panic, or underemphasize
- Use proper communication system

Instructional Methods/Time: L, D/15
Job Knowledge Test # 21
Number of Test Items - 2

10.1.2 Given transcripts of interactions, indicate which communication systems (radio, telephone, public address) would be most appropriate given the type of situation.

Instructional Methods/Time: L, D/15
Job Knowledge Test # 21
Number of Test Items - 2

10.1.3 Presented with a simulated problem situation requiring communications with a co-worker, write a behaviorally specific description of the incident.

Instructional Methods/Time: L, C, D, DM, PF/45
Written Skills Test # 3

10.1.4 Identify potential benefits of communicating with fellow officers. For example:

- decrease injuries
- save time
- provide operational consistency
- save lives

Instructional Methods/Time: L, D/15
Job Knowledge Test # 21
Number of Test Items - 1

MODULE 10.2: RESPONDING TO TELEPHONE CALLS
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

10.2.1 State implications of privacy act of the Civil Code for answering questions about inmates.

Instructional Methods/Time: L/10
Job Knowledge Test # 21
Number of Test Items - 2

10.2.2 Identify basic information that can be disclosed about inmates. For example:

- presence
- name
- arresting agency
- charge
- bail
- age
- race
- visiting hours

Instructional Methods/Time: L/10
Job Knowledge Test # 21
Number of Test Items - 2

10.2.3 Identify reasons for responding courteously and professionally to incoming calls and/or questions from the public. For example:

- promotes good public relations for the department
- provides a necessary service to the public

Instructional Methods/Time: L, D/10
Job Knowledge Test # 21
Number of Test Items - 1

MODULE 10.3: COMMUNICATIONS TO OUTSIDE THE FACILITY
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

10.3.1 Classify types of communication according to frequency that would be used to communicate by outside radio.

Instructional Methods/Time: L/10
Job Knowledge Test # 21
Number of Test Items - 2

10.3.2 Identify reasons for recording all transmissions. For example:

- can assist in possible civil suit
- can provide information if incident occurs

Instructional Methods/Time: L/5
Job Knowledge Test # 21
Number of Test Items - 1

10.3.3 Identify types of calls that should be logged and indicate why it is necessary to retain a written record of each.

Instructional Methods/Time: L/15
Job Knowledge Test # 21
Number of Test Items - 2

MODULE 10.4: COMPLETING FORMAL REPORTS
Module Instructional Time: 6:00

PERFORMANCE OBJECTIVES:

10.4.1 Identify types of reports commonly completed by corrections officers and list major points of information in each. For example:

- incident reports
- disciplinary reports
- crime reports
- drug reports
- escape reports
- "use of force" reports
- supplementary reports

Instructional Methods/Time: L, D, DM, PF/180
Job Knowledge Test # 22
Number of Test Items - 5

10.4.2 Identify reference materials potentially useful in completing reports. For example:

- codes
- report writing manual
- drug reference books
- forms manual
- policy/procedure manual

Instructional Methods/Time: L/15
Job Knowledge Test # 22
Number of Test Items - 2

10.4.3 Identify the characteristics of a good written report. For example:

- accuracy
- promptness
- conciseness
- completeness
- neatness

Instructional Methods/Time: L, C, D, DM, PF/30
Job Knowledge Test # 22
Number of Test Items - 2

10.4.4 Given a description of an incident, generate an appropriate report, using the report writing manual, department policy manual and all relevant codes as reference.

Instructional Methods/Time: L, C, D, DM, PF/120
Written Skills Test # 4

10.4.5 Identify potential uses of written records.For example:

- documentation and communication of information
- means of evaluation
- training aid
- use in court
- legal liability if no record exists
- ensure that justice is administered

Instructional Methods/Time: L/15
Job Knowledge Test # 22
Number of Test Items - 1

UNIT 11.0

SUPERVISING INMATES

Unit Instructional Time - 14:15*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 11.1: GIVING INSTRUCTIONS TO INMATES
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

11.1.1 Identify reasons for not using profanity in communications with inmates. For example:

- possibility of inciting them
- not professional
- contributes to lack of control/discipline

Instructional Methods/Time: L, D/10
Job Knowledge Test # 23
Number of Test Items - 3

11.1.2 Generate a sample statement to be made over an intercom to provide information about general activities (e.g., wake up, television, lights out, doctors, attorney visits).

Instructional Methods/Time: L, DM, PF/20
Written Skills Test # 5

MODULE 11.2: RESPONDING TO REQUESTS AND QUESTIONS
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

11.2.1 Identify the principles for responding to an inmate's requests or questions. For example:

- put requests and responses in writing
- tell the truth
- if you don,t know, say so
- be willing to say no, don't try to please or appease
- don't get involved in a long conversation with an inmate

Instructional Methods/Time: L, D/30
Job Knowledge Test # 23
Number of Test Items = 1

11.2.2 Identify the reasons for responding to inmates' requests and following up on questions. For example:

- enables them to comply with facility operations
- minimizes anxiety
- prevents antagonism and resentment

Instructional Methods/Time: L/15
Job Knowledge Test # 23
Number of Test Items = 3

MODULE 11.3: MOVEMENT WITHIN THE FACILITY
Module Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

11.3.1 State why knowledge of housing and classification system and housing layout is essential to escorting inmates within the facility.

Instructional Methods/Time: L/10
Job Knowledge Test # 24
Number of Test Items - 1

11.3.2 Identify the procedure for within facility movement. For example:

- determine destination
- identify security risks (from classification, physical layout of building, etc.)
- determine if individual or mass movement is appropriate
- secure area
- give instructions to inmates
- escort inmates
- count before, during, and after

Instructional Methods/Time: L/30
Job Knowledge Test # 24
Number of Test Items - 3

11.3.3 Given information regarding an impending movement (number of inmates, classifications, purpose of movement, number of officers available) decide whether mass or individual movement is more appropriate.

Instructional Methods/Time: L, D, DM, PF/20
Job Knowledge Test # 24
Number of Test Items - 2

11.3.4 Identify rules of thumb for escorting inmates to and from locations within the facility. For example:

- where a person is housed can tell you his/her security risk
- walk behind the person
- stance and distance between the officer and inmates is important
- keep a group together
- decide between mass and individual movement on the basis of the following:
  - security risk
  - purpose of movement
  - classification
  - how many officers are available
  - maintain orderly movement

Instructional Methods/Time: L, D/30
Job Knowledge Test # 24
Number of Test Items - 3

11.3.5 State the possible consequences of improper supervision during in-house movement of inmates. For example:

- loss of officer credibility
- loss of inmate discipline
- passing contraband or information riot
- escape
- injury or death

Instructional Methods/Time: L, D/10
Job Knowledge Test # 24
Number of Test Items - 1

11.3.6 Identify steps in supervising roll-up. For example:

- immediate enforcement of order
- verification of identity
- recording action in log
- having inmate clean area
- checking issue

Instructional Methods/Time: L/30
Job Knowledge Test # 24
Number of Test Items - 3

11.3.7 Identify principles for maintaining control when inmates are released for meals. For example:

- time release of small groups
- close gate after each group is released
- make sure all who are supposed to go do so

Instructional Methods/Time: L, D/20
Job Knowledge Test # 24
Number of Test Items = 2

MODULE 11.4: SUPERVISING FEEDING
Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

11.4.1 Identify duties of the corrections officer in supervising feeding of inmates in the dining hall. For example:

- ensure appropriate seating
- quick control of problems
- make sure food trays, silverware and food are left in dining hall
- ensure that all inmates have a chance to eat

Instructional Methods/Time: L/15
Job Knowledge Test # 25
Number of Test Items - 3

11.4.2 Identify signs that may signify trouble in the dining hall. For example:

- anger
- arguments
- quick movements
- passing
- throwing
- sitting in racially segregated groups

Instructional Methods/Time: L, D/30
Job Knowledge Test # 26
Number of Test Items - 10

11.4.3 Identify potential problems likely to occur during the feeding of inmates in a dining hall. For example:

- fights
- some inmates preventing others from eating
- passing or obtaining contraband

Instructional Methods/Time: L/15
Job Knowledge Test # 25
Number of Test Items - 4

11.4.4 Given a description of a problem situation occurring in the dining hall, generate a plan for enforcing discipline and/or reestablishing order.

Instructional Methods/Time: L, D, DM; PF/45
Written Skills Test # 6

11.4.5 Identify responsibilities of corrections officers in supervising the feeding of inmates in their cells. For example:

- make sure all silverware and trays are returned
- prevent inequitable food distribution
- ensure that all inmates have the opportunity to eat

Instructional Methods/Time: L/15
Job Knowledge Test # 25
Number of Test Items - 3

MODULE 11.5: SUPERVISING CLEANING OF CELLS
Module Instructional Time: 1:15

PERFORMANCE OBJECTIVES:

11.5.1 Identify principles relating to the cleanliness of cells using Title 15 for reference.

Instructional Methods/Time: L/20
Job Knowledge Test # 27
Number of Test Items - 2

11.5.2 Identify responsibilities of corrections officers in supervising the cleaning of cells or dorms by inmates. For example:

- ensure equitable distribution of work
- maintain control over supplies
- assure that property is not stolen
- prevent passing of contraband
- prevent suicidal persons from obtaining cleaning supplies

Instructional Methods/Time: L/15
Job Knowledge Test # 27
Number of Test Items - 2

11.5.3 Identify potential dangers to staff and inmates from cleaning supplies.

Instructional Methods/Time: L/10
Job Knowledge Test # 27
Number of Test Items - 1

11.5.4 Identify principles for conducting a systematic cell inspection. For example:

- search is conducted from top to bottom
- area is searched completely
- caution is exercised in running hands or fingers along areas
- area is left as found

Instructional Methods/Time: L, DM, PF/30
Job Knowledge Test # 27
Number of Test Items - 2

MODULE 11.6: SUPERVISING RECREATION
Module Instructional Time: 1:15

PERFORMANCE OBJECTIVES:

11.6.1 Identify Title 15 directives and case law relevant to inmate exercise, recreation, fresh air, and sky exposure.

Instructional Methods/Time: L/10
Job Knowledge Test # 27
Number of Test Items - 2

11.6.2 Identify the implications of various classifications for exercise and recreation.

Instructional Methods/Time: L, D/15
Job Knowledge Test # 27
Number of Test Items - 1

11.6.3 Identify potential safety and security hazards that are exaggerated during exercise or recreation time. For example:

- opportunities to escape
- passing of contraband over the fence
- rough housing developing into fights
- assaults

Instructional Methods/Time: L, D/30
Job Knowledge Test # 28
Number of Test Items - 10

11.6.4 Identify practices that will help to prevent problems during exercise or recreation. For example:

- close control over level of activity
- strict enforcement of time schedule
- breaking up unusual groupings

Instructional Methods/Time: L, D/20
Job Knowledge Test # 27
Number of Test Items - 1

MODULE 11.7: SUPERVISING USE OF THE TELEPHONE
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

11.7.1 Identify Title 15 mandates and other state laws that apply to inmate phone privileges.

Instructional Methods/Time: L/5
Job Knowledge Test # 27
Number of Test Items - 1

11.7.2 Identify potential problems that may occur during inmate use of phone. For example:

- making obscene or threatening calls
- property damage to phone
- a few persons monopolizing the phone

Instructional Methods/Time: L, D/10
Job Knowledge Test # 27
Number of Test Items - 1

11.7.3 Identify the appropriate procedure for responding to an inmate damaging the telephone.

Instructional Methods/Time: L/10
Job Knowledge Test # 27
Number of Test Items - 1

11.7.4 Identify the appropriate procedure for responding to an inmate making obscene or threatening calls.

Instructional Methods/Time: L/5
Job Knowledge Test # 27
Number of Test Items - 1

MODULE 11.8: DISTURBANCES AND DISPUTES
Module Instructional Time: 5:30

PERFORMANCE OBJECTIVES:

11.8.1 Given sample descriptions of inmate disputes, classify according to whether or not back-up should be called.

Instructional Methods/Time: L, C, D, DM, PF/30
Job Knowledge Test # 29
Number of Test Items - 2

11.8.2 Identify reasons for breaking up all horseplay. For example:

- prevents accidental injury
- possible escalation
- possible deliberate distraction

Instructional Methods/Time: L/10
Job Knowledge Test # 29
Number of Test Items - 2

11.8.3 Identify signs of potential disturbances. For example:

- gatherings
- diversionary tactics
- rising noise levels
- unusual quiet
- inmate attention focused on officer
- people who are afraid to leave bunk, go to meal
- unusual requests
- unusual level of jail damage
- new groups forming
- hoarding of commissary goods

Instructional Methods/Time: L, VF, D, DM, PF/90
Job Knowledge Test # 30
Number of Test Items - 10

11.8.4 Identify precautions that may prevent a dispute from leading to physical injury or property damage. For example:

- know who to call for back-up
- be aware of recent incidents in a tank or module
- be aware of possible set-up
- stay calm
- don't take sides
- don't physically touch someone unless applying restraints or stopping physical injury

Instructional Methods/Time: L, D/30
Job Knowledge Test # 29
Number of Test Items - 2

11.8.5 Identify order of escalating interventions in inmate disputes. For example:

- give verbal command
- separate
- isolate

Instructional Methods/Time: L, DM, RP, PF/60
Job Knowledge Test # 31
Number of Test Items - 10

11.8.6 Given a description of a dispute between inmates and the relevant forms, log incident appropriately and complete an incident report.

Instructional Methods/Time: L, VF or C, DM, PF/40
Written Skills Test # 7

11.8.7 Given a description of an incident, identify whether the situation warrants investigation.

Instructional Methods/Time: L/30
Job Knowledge Test # 29
Number of Test Items - 4

11.8.8 Given a description of an incident in which an inmate has assaulted a fellow inmate, identify the procedure for doing investigation to support an arrest.

Instructional Methods/Time: L/40
Job Knowledge Test # 29
Number of Test Items - 5

UNIT 12.0

DISTRIBUTION OF SUPPLIES AND COMMISSARY

Unit Instructional Time - 1:15*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 12.1: LEGAL ISSUES
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

12.1.1 Identify Title 15 mandates and other Code sections relevant to the distribution of supplies, clothing, and bedding.

Instructional Methods/Time: L/15
Job Knowledge Test # 32
Number of Test Items - 3

MODULE 12.2: PRINCIPLES AND PROBLEMS
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

12.2.1 Given a list of inmate classifications and standard supplies, identify potential incompatibilities (e.g., suicidal with razor blade).

Instructional Methods/Time: L/15
Job Knowledge Test # 32
Number of Test Items - 3

12.2.2 Identify things to watch out for during clothing or bedding exchange and distribution of supplies. For example:

- destroyed or damaged issue
- deals between trustees and inmates
- potential hoarding of supplies (refer to written record)

Instructional Methods/Time: L/15
Job Knowledge Test # 32
Number of Test Items - 3

12.2.3 Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies. For example:

- legal liability for inadequate provisions
- health of inmates depends on supplies
- extra clothing/bedding may be used for suicide or escape
- increased costs from distribution of excess

Instructional Methods/Time: L/15
Job Knowledge Test # 32
Number of Test Items - 2

MODULE 12.3: DISTRIBUTION OF COMMISSARY GOODS
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

12.3.1 Identify rules governing the distribution of commissary goods. For example:

- identify inmate before giving goods
- have inmate check contents in front of you
- don't give goods to anyone other than inmate for whom they are intended

Instructional Methods/Time: L/10
Job Knowledge Test # 32
Number of Test Items = 3

12.3.2 Identify procedure for distributing commissary goods to inmate who is not present at regular distribution time.

Instructional Methods/Time: L/5
Job Knowledge Test # 32
Number of Test Items = 1

UNIT 13.0

MONITORING PSYCHOLOGICAL AND PHYSICAL HEALTH

Unit Instructional Time = 5:45*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 13.1: LEGAL ISSUES
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

13.1.1 Identify Title 15 mandates regarding the medical and psychological treatment of prisoners, and potential liability for noncompliance.

Instructional Methods/Time: L, D/30
Job Knowledge Test # 33
Number of Test Items = 5

MODULE 13.2: INDICATORS OF PSYCHOLOGICAL PROBLEMS
Module Instructional Time: 1:15

PERFORMANCE OBJECTIVES:

13.2.1 Presented with a simulated interview or interaction between an inmate and a corrections officer, generate a written description of the inmate's behavior and appearance.

Instructional Methods/Time: L, D, VF, DM, PF/45
Written Skills Test # 8

13.2.2 Identify the following as potential signs of psychological disturbances in inmates:

- withdrawal
- bizarre behavior
- excessive fear
- loss of appetite
- a noticeable change in established behavior

Instructional Methods/Time: L, VF/30
Job Knowledge Test # 34
Number of Test Items = 10

MODULE 13.3: INDICATORS OF SUBSTANCE ABUSE
Module Instructional Time: 1:45

PERFORMANCE OBJECTIVES:

13.3.1 Identify the potential indicators of substance abuse among inmates. For example:

- stealing sugar
- signs of intoxication
- dilation of pupils
- speech patterns
- behavior changes
- odors
- unusual movement

Instructional Methods/Time: L, D/60
Job Knowledge Test # 35
Number of Test Items = 10

13.3.2 Given verbal or visual descriptions of an inmate's behavior and appearance, generate an opinion regarding the likelihood of substance abuse and the class of drug involved.

Instructional Methods/Time: L, VF/45
Job Knowledge Test # 33
Number of Test Items = 5

MODULE 13.4: INDICATORS OF PHYSICAL/MEDICAL PROBLEMS
Module Instructional Time:1:15

PERFORMANCE OBJECTIVES:

13.4.1 Identify the following as potential indicators of physical problems requiring medical attention. For example:

- unusual requests to medical staff
- unusual reaction to medication
- loss of appetite
- injury, blood on clothing
- nodding, seizures, tremors
- skin color
- changes in established behavior

Instructional Methods/Time: L/15
Job Knowledge Test # 33
Number of Test Items - 3

13.4.2 Given a list of inmate classifications, identify those that may indicate physical problems requiring medical treatment and/or special treatment conditions (e.g., paraplegic, colostomy, pregnant, severe back problems, surgical recovery).

Instructional Methods/Time: L/15
Job Knowledge Test # 33
Number of Test Items - 5

13.4.3 Identify potential benefits of listening to what other inmates are saying about a fellow inmate.

Instructional Methods/Time: L, D/15
Job Knowledge Test # 33
Number of Test Items - 2

13.4.4 Identify symptoms and treatment conditions related to those diseases most likely to show up in a jail. For example:

- hepatitis
- lice
- infectious diseases requiring isolation

Instructional Methods/Time: L/30
Job Knowledge Test # 36
Number of Test Items - 10

MODULE 13.5: ASSISTING MEDICAL PERSONNEL IN THE DISTRIBUTION OF MEDICATION
Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

13.5.1 Given containers of different types of medications, locate dosage, time interval, and renewal information.

Instructional Methods/Time: L/15
Job Knowledge Test # 33
Number of Test Items - 3

13.5.2 Identify the procedure for distributing medication. For example:

- verify ID with name tag and photo
- assure that inmate swallows pill
- control inmates in line

Instructional Methods/Time: L/15
Job Knowledge Test # 33
Number of Test Items - 2

13.5.3 Identify common signs that an inmate has taken the wrong medication.

Instructional Methods/Time: L/10
Job Knowledge Test # 33
Number of Test Items - 2

13.5.4 Identify the consequences of improper control over medications and their distribution. For example:

- legal liability
- control problems
- hoarding medications may lead to intoxication or suicide
- selling medications

Instructional Methods/Time: L/10
Job Knowledge Test # 33
Number of Test Items - 2

13.5.5 Identify prisoners' rights to refuse medications and conditions under which forced medication is acceptable.

Instructional Methods/Time: L/10
Job Knowledge Test # 33
Number of Test Items - 1

UNIT 14.0

MANAGEMENT OF INMATE WORKERS

Unit Instructional Time - 1:00*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 14.1: SELECTION OF INMATE WORKERS
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

14.1.1 Identify criteria for selection of inmates as workers:

- classification of crime
- demonstrated deportment
- physical ability
- disciplinary record

Instructional Methods/Time: L/15
Job Knowledge Test # 37
Number of Test Items - 3

14.1.2 Given a description of an inmate (including classification, physical ability, etc.), classify the person as appropriate or inappropriate for the position of inmate worker.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 37
Number of Test Items - 4

MODULE 14.2: ASSIGNMENT OF RESPONSIBILITIES TO INMATE WORKERS
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

14.2.1 Identify reasons that inmates should be assigned to work details rather than selecting their own:

- used for communication, breaches of security
- keep down sales of contraband

Instructional Methods/Time: L/10
Job Knowledge Test # 37
Number of Test Items = 2

14.2.2 Identify reasons that friends/relatives should not be put together as inmate workers.

Instructional Methods/Time: L/5
Job Knowledge Test # 37
Number of Test Items = 1

14.2.3 Given a list of tasks and responsibilities, classify them as appropriate or inappropriate for assignment to inmate workers.

Instructional Methods/Time: L/5
Job Knowledge Test # 37
Number of Test Items = 3

14.2.4 Identify ability requirements and restrictions related to specific duty assignments (e.g., no one with an infectious disease should work in the kitchen).

Instructional Methods/Time: L/10
Job Knowledge Test # 37
Number of Test Items = 2

UNIT 15.0

SCREENING AND MONITORING OF VISITORS

Unit Instructional Time = 1:30*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 15.1: LEGAL ISSUES
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

15.1.1 Define privileged communication using the appropriate references.

Instructional Methods/Time: L/5
Job Knowledge Test # 38
Number of Test Items - 1

15.1.2 Given a list of potential visitors, identify those who would have the right to privileged communication.

Instructional Methods/Time: L/5
Job Knowledge Test # 38
Number of Test Items - 1

15.1.3 Identify the rights and visitation privileges of attorneys and other visitors using appropriate Code sections, minimum jail standards, and case law for reference.

Instructional Methods/Time: L/10
Job Knowledge Test # 38
Number of Test Items - 2

15.1.4 Identify potential consequences of violating statutes concerning privileged communication. For example:

- legal liability
- dismissal of case

Instructional Methods/Time: L/10
Job Knowledge Test # 38
Number of Test Items - 1

MODULE 15.2: GENERAL VISITATION
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

15.2.1 Identify appropriate steps to be taken in admitting visitors, including:

- screen and check visitation slips
- check ID
- determine if person is eligible to visit (age, criminal history, etc.)
- search if necessary
- issue passes or badges if appropriate
- admit and release

Instructional Methods/Time: L/10
Job Knowledge Test # 38
Number of Test Items - 2

15.2.2 Given inmate classification and other relevant information, identify procedure for monitoring non-contact visit.

Instructional Methods/Time: L/5
Job Knowledge Test # 38
Number of Test Items - 1

15.2.3 Given relevant information, identify procedure for monitoring a contact visit.

Instructional Methods/Time: L/5
Job Knowledge Test # 38
Number of Test Items - 1

15.2.4 Identify problems most commonly associated with visits from family or friends.

Instructional Methods/Time: L, D/10
Job Knowledge Test # 38
Number of Test Items - 1

MODULE 15.3: PROFESSIONAL VISITATION
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

15.3.1 Identify the reasons why security takes priority over medical treatment during visits of doctors and nurses.

Instructional Methods/Time: L, D/10
Job Knowledge Test # 38
Number of Test Items - 2

15.3.2 Identify the reasons that doctors and nurses are to be informed of the classification of all persons they visit, informed that security takes precedence over treatment, and are to be accompanied at all times.

Instructional Methods/Time: L, D/10
Job Knowledge Test # 38
Number of Test Items - 1

15.3.3 Identify problems most commonly associated with visits from lawyers, medical personnel, and clergy.

Instructional Methods/Time: L/10
Job Knowledge Test # 38
Number of Test Items - 2

UNIT 16.0

SCREENING AND DISTRIBUTION OF MAIL

Unit Instructional Time - 1:15*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 16.1: LEGAL ISSUES
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

16.1.1 Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail.

Instructional Methods/Time: L/10
Job Knowledge Test # 39
Number of Test Items - 2

16.1.2 Define "legal mail" using Title 15 for reference.

Instructional Methods/Time: L/5
Job Knowledge Test # 39
Number of Test Items - 1

MODULE 16.2: PROCESSING NON-LEGAL MAIL
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

16.2.1 Identify types of information or communications that should not be transmitted to inmates and indicate why each is inappropriate. For example:

- pornography
- escape related material
- information about contraband drops

Instructional Methods/Time: L, D/5
Job Knowledge Test # 39
Number of Test Items - 2

16.2.2 Identify signs or symbols that may appear on envelopes or letters indicating gang affiliation (jail intelligence).

Instructional Methods/Time: L/10
Job Knowledge Test # 39
Number of Test Items - 1

16.2.3 Identify types of contraband most commonly found in mail.

Instructional Methods/Time: L/10
Job Knowledge Test # 39
Number of Test Items - 2

16.2.4 Given sample portions of letters containing various types of information, indicate with whom each can be discussed.

Instructional Methods/Time: L/5
Job Knowledge Test # 39
Number of Test Items - 1

MODULE 16.3: PROCESSING LEGAL MAIL
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

16.3.1 Identify the appropriate procedure for handling legal mail. For example:

- obtain permission from inmate to open mail
- if permission denied, refer to postal regulations
- open in front of the inmate
- scan, don't read
- look for contraband

Instructional Methods/Time: L/5
Job Knowledge Test # 39
Number of Test Items = 1

16.3.2 Identify possible consequences of processing legal mail inappropriately.

Instructional Methods/Time: L/5
Job Knowledge Test # 39
Number of Test Items = 1

16.3.3 Identify signs indicating that mail marked "legal" is in fact not legal mail.

Instructional Methods/Time: L/5
Job Knowledge Test # 39
Number of Test Items = 1

MODULE 16.4: DISTRIBUTION OF MAIL
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

16.4.1 Identify the persons to whom an inmate's mail can be delivered (i.e., only the inmate).

Instructional Methods/Time: L/5
Job Knowledge Test # 39
Number of Test Items - 1

16.4.2 Identify possible consequences of improper mail distribution:

- legal liability
- resentment from inmates
- disturbances/physical confrontation

Instructional Methods/Time: L/5
Job Knowledge Test # 39
Number of Test Items - 1

16.4.3 Identify the procedure for processing mail if an inmate has been released.

Instructional Methods/Time: L/5
Job Knowledge Test # 39
Number of Test Items - 1

UNIT 17.0

TRANSPORT OUTSIDE OF FACILITY

Unit Instructional Time - 2:15*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 17.1: PREPARATION FOR TRANSPORT
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

17.1.1 Identify the steps to follow in preparing to transport an inmate. For example:

- determine reason/authority for transport
- determine appropriateness of transport given departmental policy
- plan route to destination and parking
- determine appropriate level of security
- search transport vehicle and assure that it is operable
- verify identity of inmate
- search inmate
- apply restraints as appropriate
- verify appropriate ratio of officers to inmates

Instructional Methods/Time: L/15
Job Knowledge Test # 40
Number of Test Items - 10

17.1.2 Given a list of possible inmate classifications, identify those that should not be mixed during transport.

Instructional Methods/Time: L/5
Job Knowledge Test # 41
Number of Test Items - 1

17.1.3 State why crime partners should not be transported together.

Instructional Methods/Time: L/5
Job Knowledge Test # 41
Number of Test Items - 1

17.1.4 Identify the consequences of transporting the wrong inmate.

Instructional Methods/Time: L/5
Job Knowledge Test # 41
Number of Test Items - 1

17.1.5 Identify the procedure for verifying the identity of an inmate prior to transport. For example:

- picture
- date of birth
- personal data
- wrist band
- source documents

Instructional Methods/Time: L/10
Job Knowledge Test # 41
Number of Test Items - 2

17.1.6 Identify safety equipment to be carried by corrections officers during transport. For example:

- mace
- gunbelt
- sidearm

Instructional Methods/Time: L/5
Job Knowledge Test # 41
Number of Test Items - 1

MODULE 17.2: TRANSPORT PROCEDURE
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

17.2.1 Identify reasons that inmates should not have any outside contact during transport.

Instructional Methods/Time: L/5
Job Knowledge Test # 41
Number of Test Items - 1

17.2.2 Identify principles for transporting women, protective custody, and handicapped inmates.

Instructional Methods/Time: L/10
Job Knowledge Test # 41
Number of Test Items - 2

17.2.3 Identify the steps in the transport procedure. For example:

- put inmate in vehicle
- lock vehicle
- travel to destination
- communicate special orders/classification to officer receiving the inmate

Instructional Methods/Time: L/5
Job Knowledge Test # 41
Number of Test Items - 1

17.2.4 Identify consequences of improper supervision of inmates during transport.

Instructional Methods/Time: L/5
Job Knowledge Test # 41
Number of Test Items - 1

17.2.5 Given descriptions of transport situations, generate an appropriate plan for conducting each transport.

Instructional Methods/Time: L, C, DM, PF/20
Written Skills Test # 9

MODULE 17.3: GUARDING INMATES OUTSIDE THE FACILITY
Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

17.3.1 Identify the legal requirements/liabilities relevant to the guarding of inmates outside the correctional facility using the following codes for reference:

- Welfare and Institutions Code
- Fire
- Penal
- Health and Safety

Instructional Methods/Time: L/15
Job Knowledge Test # 41
Number of Test Items - 2

17.3.2 Identify steps taken to prepare before an inmate arrives. For example:

- check for escape routes
- complete interactions with other persons
- secure the area

Instructional Methods/Time: L/10
Job Knowledge Test # 41
Number of Test Items - 1

17.3.3 State why the following actions would represent potential hazards in maintaining the security and safety of an inmate outside the correctional facility:

- removing restraints
- attaching shackles/straps
- leaving prisoner briefly

Instructional Methods/Time: L/5
Job Knowledge Test # 41
Number of Test Items - 1

17.3.4 Given a description of a situation in which an inmate must be guarded outside the correctional facility, generate a plan for supervising that person (e.g., positioning of inmate, officer).

Instructional Methods/Time: L, D, DM, PF/15
Written Skills Test # 10

UNIT 18.0

EMERGENCY PROCEDURES

Unit Instructional Time - 3:15*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 18.1: COMMUNICATION REGARDING EMERGENCIES
Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

18.1.1 Given list of emergency situations, classify them according to appropriate dispatch codes.

Instructional Methods/Time: L/15
Job Knowledge Test # 42
Number of Test Items - 4

18.1.2 Given a description of an emergency situation, generate a statement to be made over the intercom to inmates informing them of the situation.

Instructional Methods/Time: L, C, DM, PF/15
Written Skills Test # 11

MODULE 18.2: FIRE AND LIFE SAFETY
Module Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

18.2.1 Identify steps in responding to a fire in the correctional facility:

- determine severity, scope, type, cause
- call for assistance (if appropriate)
- extinguish if possible
- evacuate inmates if necessary
- exhaust smoke with fans
- notify outside agencies, chain of command

Instructional Methods/Time: L/60
Job Knowledge Test # 43
Number of Test Items - 10

18.2.2 Match different types of fires with extinguishing equipment appropriate for each.

Instructional Methods/Time: L/10
Job Knowledge Test # 42
Number of Test Items - 2

18.2.3 Demonstrate the use of fire extinguishing equipment.

Instructional Methods/Time: L, DM, PF/30
Behavioral Skills Test # 3

18.2.4 Demonstrate the use of breathing equipment.

Instructional Methods/Time: L, DM, PF/30
Behavioral Skills Test # 4

18.2.5 Identify possible dangers from the spread of smoke in the facility.

Instructional Methods/Time: L/10
Job Knowledge Test # 42
Number of Test Items - 2

18.2.6 Identify principles for the evacuation of inmates:

- remain calm
- be alert for possible escape
- keep inmates together
- keep outsiders away from inmates
- follow county specific evacuation procedures

Instructional Methods/Time: L, D/10
Job Knowledge Test # 42
Number of Test Items - 3

MODULE 18.3: ACCIDENT OR CRIME
Module Instructional Time: 0:15

PERFORMANCE OBJECTIVES:

18.3.1 Identify the procedure for initiating the investigation of an accident or crime within the facility:

- remove the victim
- protect evidence (secure area)
- call supervisor
- write report

Instructional Methods/Time: L/15
Job Knowledge Test # 42
Number of Test Items - 4

UNIT 19.0

TESTIFYING IN COURT

Unit Instructional Time - 3:30*

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 19.1: PREPARATION FOR TESTIFYING IN COURT
Module Instructional Time:1:45

PERFORMANCE OBJECTIVES:

19.1.1 Identify the roles of the key figures in Court (e.g., attorneys, judge, marshal, bailiff, court clerk).

Instructional Methods/Time: L/15
Job Knowledge Test # 44
Number of Test Items - 2

19.1.2 Identify the consequences of poor performance in Court by a corrections officer. For example:

- poor performance may undermine the court's confidence in the corrections officer
- poor performance may result in the dismissal of charges
- failure to show up could result in a "contempt of court" charge, and possible fine or jail sentence
- disciplinary action against officer

Instructional Methods/Time: L, D/30
Job Knowledge Test # 44
Number of Test Items - 3

19.1.3 Identify the principles for appearing in Court. For example:

- follow department dress code
- prior to your appearance, contact the district attorney who has called you to Court
- review the case prior to your appearance
- review district attorney's and defense attorney's questions prior to your appearance
- do not discuss the case with anyone but the DA or investigating officer
- answer questions briefly and honestly
- do not argue with the defense attorney
- be prepared to say "I don't know"
- do not offer confidential information
- bring all pertinent reports dealing with case

Instructional Methods/Time: L, D/60
Job Knowledge Test # 44
Number of Test Items - 5

MODULE 19.2: COURT APPEARANCES
Module Instructional Time: 1:45

PERFORMANCE OBJECTIVES:

19.2.1 Identify the steps to be taken the actual day of the court appearance:

- check to confirm that appearance is going to be required that day
- see District Attorney
- go to courtroom
- wait for name to be called
- swear in
- review reports
- review photos if available

Instructional Methods/Time: L/45
Job Knowledge Test # 44
Number of Test Items = 2

19.2.2 Given verbal descriptions of a corrections officer's appearance and behavior in court, identify examples of good and poor courtroom dress and demeanor. For example:

- addressing the judge
- where and how to sit
- procedure for being sworn in
- wearing department uniform
- promptness

Instructional Methods/Time: L, C, VF, DM/60
Job Knowledge Test # 44
Number of Test Items = 3

UNIT 20.0

FIRST AID / CPR

Unit Instructional Time - 16:00

MODULE 20.1: FIRST AID

Module Instructional Time: 8:00

PERFORMANCE OBJECTIVES:

Course mandated by law for institutional staff and certified by duly authorized agency.

MODULE 20.2: CPR

Module Instructional Time: 8:00

PERFORMANCE OBJECTIVES:

Course mandated by law for institutional staff and certified by duly authorized agency.

UNIT 21.0

PHYSICAL CONDITIONING

Unit Instructional Time - 12:00

UNIT 21.0: PHYSICAL CONDITIONING
Instructional Methods/Time: 12:00 (12 one-hour sessions)

See Physical Conditioning Guide for detailed descriptions of instructional methods.

PERFORMANCE OBJECTIVES:

21.1.1 Perform a series of 14 short duration (30-60 second) exercises enhancing flexibility, agility/coordination, and muscular strength, endurance, and power. Exercises include:

- Arm Circles
- Side Bends
- Windmills
- Trunk Twists
- Calf Stretches
- Quad Stretches
- Knee Hugs
- Stride Stretches
- Stomach Flutter Kicks
- Knee to Forehead
- Push-Ups
- Sit-Ups
- Side Leg Raises
- Vertical Jumps

Instructional Methods/Time: DM, PF/10
No Test

21.1.2 Perform a series of four short duration (30-60 second) exercises enhancing whole body agility/coordination and grip, arm, and leg strength. Rest briefly (30-60 seconds) between exercises. Exercises include:

- Wrist Curls
- Arm Curls
- Jump and Duck
- Leg Presses or Modified Wall Sit

Instructional Methods/Time: DM, PF/8
No Test

21.1.3 Demonstrate/enhance ability to lift and carry, with a partner, a 165 lb. weight on a stretcher for a distance of 75 feet or more.

Instructional Methods/Time: DM, PF/2
Behavioral Skills Test #5

21.1.4 Demonstrate/enhance ability to quickly drag a 165 lb. bag or dummy by the handle or strap for a distance of 20 feet or more over a carpeted or flat, mowed grass surface.

Instructional Methods/Time: DM, PF/2
Behavioral Skills Test #5

21.1.5 Demonstrate/enhance ability to walk briskly 15 feet or more while carrying a 30 lb. airpack or weighted backpack.

Instructional Methods/Time: DM, PF/6
Behavioral Skills Test #5

21.1.6 Demonstrate/enhance ability to walk briskly or jog 150 feet through a course which includes climbing up and down a short flight of 10 steps.

Instructional Methods/Time: DM, PF/6
Behavioral Skills Test #5

21.1.7 Demonstrate/enhance speed in sprinting a distance of 50 yards on a straight track.

Instructional Methods/Time: PF/6
Behavioral Skills Test #5

21.1.8 Enhance cardiovascular endurance by walking briskly, jogging, or running around an oval track for a continuous period of 15 minutes.

Instructional Methods/Time: PF/15
No Test

21.1.9 Cool down. Slow the heart rate down, and stretch out the primary muscle groups by walking at a comfortable pace for three minutes and then performing two minutes of stretching exercises (calf stretch, quad stretch, trunk twists, and windmills).

Instructional Methods/Time: PF/5
No Test

6. TEST BY PERFORMANCE OBJECTIVE INDEX

The Test by Performance Objective Index shows the assignment of performance objectives to specific job knowledge, written skills, or behavior skills test. Each test represents a knowledge or skill area that is composed of one or more performance objectives.

Together with the information provided for each objective in Section 5 of this manual, the Test by Performance Objective Index provides a framework for constructing tests to be used in the course. The following steps are recommended:

1. Identify the performance objective(s) to be covered in the test you wish to construct. This is indicated in the right-hand column of the index.

2. To develop a Job Knowledge Test:

   - Determine the number of multiple choice items to be included in the test. This is shown in parentheses in the left hand column of the index.

   - Locate in Section 5 of this manual the performance objectives that are to be included in the test. A "number of test items" specification is shown for each objective. This specification indicates the number of items within the test that should be drawn from a particular objective.

   - Prepare test items.

   - Determine testing time by multiplying the number of test items by one minute.

3. To develop a Written or Behavior Skills Test:

   - Determine the recommended average testing time for each trainee. This estimate is shown in parentheses in the Written Skills Test or Behavior Skills Test column in the index.

   - Locate in Section 5 of this manual the performance objective which is to be covered by the test.

   - Prepare test that can be completed by each trainee in the recommended testing time.

   - For Written Skills Tests, total testing time is indicated in parentheses in the left hand column of the index.

   - For Behavior Skills Tests, determine total testing time by multiplying the average testing time by the number of trainees in the class.

TEST BY PERFORMANCE OBJECTIVE INDEX

Job Knowledge Test # (No. of Items)	Performance Objectives
1 (15)	2.1.1, 2.1.2, 2.2.3 - 2.2.6
2 (5)	3.1.1
3 (10)	3.2.1 - 3.2.3
4 (5)	3.3.1
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7 (15)	4.1.2 - 4.2.3
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10 (10)	6.2.1
11 (10)	6.3.1
12 (10)	6.3.2
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15 (15)	7.4.1 - 7.4.3, 7.4.5 - 7.6.2
16 (30)	8.1.1 - 8.5.1, 8.6.1 - 8.6.4
17 (10)	9.1.1
18 (30)	9.1.2, 9.2.2 - 9.3.2, 9.3.4 - 9.5.4
19 (10)	9.2.1
20 (10)	9.3.3
21 (15)	10.1.1, 10.1.2, 10.1.4 - 10.3.3
22 (10)	10.4.1 - 10.4.3, 10.4.5
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24 (15)	11.3.1 - 11.3.7
25 (10)	11.4.1, 11.4.3, 11.4.5
26 (10)	11.4.2
27 (15)	11.5.1 - 11.6.2, 11.6.4 - 11.7.4
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29 (15)	11.8.1 - 11.8.2, 11.8.4, 11.8.7, 11.8.8
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34 (10)	13.2.2
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37 (15)	14.1.1 - 14.2.4
38 (15)	15.1.1 - 15.3.3
39 (15)	16.1.1 - 16.4.3
40 (10)	17.1.1
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42 (15)	18.1.1, 18.2.2, 18.2.5 - 18.3.1
43 (10)	18.2.1
44 (15)	19.1.1 - 19.2.2

TEST BY PERFORMANCE OBJECTIVE INDEX (Continued)

Written Skills Test # (Time)	Performance Objectives
1 (10 min.)	7.1.3
2 (15 min.)	8.5.2
3 (15 min.)	10.1.3
4 (30 min.)	10.4.4
5 (5 min.)	11.1.2
6 (10 min.)	11.4.4
7 (15 min.)	11.8.6
8 (10 min.)	13.2.1
9 (10 min.)	17.2.5
10 (10 min.)	17.3.4
11 (5 min.)	18.1.2

Behavior Skills Test # (Time)	Performance Objectives
1 (5 min./trainee)	6.4.2, 6.4.3, 6.5.1
2 (2 min./trainee)	7.4.4
3 (2 min./trainee)	18.2.3
4 (2 min./trainee)	18.2.4
5 (22 min./trainee)	21.1.3 - 21.1.7

7. PERFORMANCE OBJECTIVES BY TASK INDEX

In this section, Performance Objectives by Core Task Index is presented. This index shows the relationship of each performance objective to one or more core tasks performed by corrections officers.

An effective training course must provide trainees with knowledges and skills that are directly related to job performance. The following index documents the job-relatedness of each performance objective that has been included in the CO Core Training Course. Because of space limitations, core tasks are listed by number in this index. Section 8, however, presents the tasks in their entirety. The task numbers shown in the following index correspond to the task numbers in the Section 8 task list. Together, these sections will enable the reader to study the relationships between core tasks and performance objectives.

CORRECTIONS OFFICER

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Performance Objective	Relevant Core Task
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2.1.2	All Core Tasks
2.2.1	All Core Tasks
2.2.2	All Core Tasks
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Performance Objective	Relevant Core Task
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6.4.3	1, 4, 5, 6, 24, 26, 27, 28, 30, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 91, 92, 93, 94, 95, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 108, 109, 110, 113, 114, 115, 116, 120, 146, 147, 148, 149, 150, 151, 170, 171, 182
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7.1.1	1, 4, 5, 6, 182
7.1.2	1, 4, 5, 6, 182
7.1.3	1, 4, 5, 6, 182
7.1.4	1, 4, 5, 6, 182
7.2.1	2, 3, 7, 8, 15, 16, 35, 183
7.2.2	2, 3, 7, 8, 15, 16, 35, 183
7.3.1	16, 183
7.3.2	16, 183

Performance Objective	Relevant Core Task
7.4.1	8, 9, 10, 183
7.4.2	8, 9, 10, 183
7.4.3	8, 9, 10, 183
7.4.4	8, 9, 10, 183
7.4.5	8, 9, 10, 183
7.5.1	135
7.5.2	135
7.6.1	13
7.6.2	13
8.1.1	20
8.1.2	17, 20
8.2.1	23, 182
8.2.2	23, 182
8.3.1	36
8.3.2	36
8.3.3	17, 36
8.3.4	36
8.4.1	17
8.4.2	16, 17, 183
8.5.1	21
8.5.2	21

Performance Objective	Relevant Core Task
8.6.1	22
8.6.2	22
8.6.3	22
8.6.4	22
9.1.1	24, 71, 72, 73, 83, 84
9.1.2	24, 71, 72, 73, 84
9.2.1	83
9.2.2	83
9.3.1	77, 78
9.3.2	77, 78
9.3.3	77, 78
9.3.4	77, 78
9.3.5	77, 78
9.4.1	75, 76, 81
9.4.2	75, 76, 81, 165, 166, 167
9.4.3	75, 76, 81
9.4.4	75, 76, 81
9.4.5	75, 76, 81, 165, 166, 167
9.5.1	69, 70
9.5.2	69, 70
9.5.3	69, 70
9.5.4	69, 70
10.1.1	117, 118, 119, 120, 121, 122, 123, 129
10.1.2	127
10.1.3	117, 118, 119, 120, 121, 122, 123

Performance Objective	Relevant Core Task
10.1.4	117, 118, 119, 120, 121, 122, 123
10.2.1	124
10.2.2	124
10.2.3	124, 125
10.3.1	128
10.3.2	128
10.3.3	128
10.4.1	32, 38, 39, 44, 45, 48, 49, 50, 51, 52, 53, 54, 58, 59, 170, 175
10.4.2	32, 38, 39, 44, 45, 48, 49, 50, 51, 52, 53, 54, 58, 59, 170, 175, 180, 181, 182, 183
10.4.3	32, 38, 39, 44, 45, 48, 49, 50, 51, 52, 53, 54, 58, 59, 170, 175
10.4.4	32, 38, 39, 44, 45, 48, 49, 50, 51, 52, 53, 54, 58, 59, 170, 175, 180, 181, 182, 183
10.4.5	32, 38, 39, 44, 45, 48, 49, 50, 51, 52, 53, 54, 58, 59, 170, 175, 180, 181, 182, 183
11.1.1	132, 136
11.1.2	132, 136
11.2.1	116
11.2.2	116
11.3.1	24
11.3.2	24, 93, 99
11.3.3	24, 93
11.3.4	24
11.3.5	24, 28, 30, 93

Performance Objective	Relevant Core Task
11.3.6	24, 98
11.3.7	24, 93
11.4.1	92, 94
11.4.2	94
11.4.3	92, 94
11.4.4	94
11.4.5	92, 94
11.5.1	85, 86
11.5.2	86, 87
11.5.3	86, 87
11.5.4	85
11.6.1	104
11.6.2	104
11.6.3	104
11.6.4	104
11.7.1	103
11.7.2	103
11.7.3	103
11.7.4	103
11.8.1	114
11.8.2	115
11.8.3	113
11.8.4	114
11.8.5	114
11.8.6	49, 114
11.8.7	113, 114

Performance Objective	Relevant Core Task
11.8.8	113, 114, 170
12.1.1	95, 101, 102
12.2.1	101, 102
12.2.2	101, 102
12.2.3	101, 102
12.3.1	95
12.3.2	95
13.1.1	113, 186
13.2.1	186
13.2.2	113
13.3.1	1, 4, 5, 6, 113
13.3.2	113
13.4.1	1, 4, 5, 6, 91, 97, 113
13.4.2	91, 97, 113
13.4.3	91, 97, 113
13.4.4	97, 113
13.5.1	91, 97
13.5.2	91, 97
13.5.3	91, 97
13.5.4	91, 97
13.5.5	91, 97
14.1.1	105, 106
14.1.2	105, 106
14.2.1	105, 106
14.2.2	105, 106
14.2.3	105, 106

Performance Objective	Relevant Core Task
14.2.4	105, 106
15.1.1	64, 65, 124, 125
15.1.2	64, 65, 124, 125
15.1.3	124, 125, 126
15.1.4	109, 124, 125
15.2.1	40, 41, 42, 61, 62, 63, 126
15.2.2	64, 65
15.2.3	64, 65
15.2.4	64, 65, 97
15.3.1	97
15.3.2	97
15.3.3	64, 65, 97
16.1.1	108, 109
16.1.2	108, 109
16.2.1	108, 110
16.2.2	108, 110
16.2.3	108, 110
16.2.4	108, 110
16.3.1	109
16.3.2	109
16.3.3	108, 109
16.4.1	110
16.4.2	110
16.4.3	110

Performance Objective	Relevant Core Task
17.1.1	28, 100
17.1.2	28, 100
17.1.3	100
17.1.4	100
17.1.5	26, 100
17.1.6	28, 100
17.2.1	26, 27, 28
17.2.2	26, 27, 28
17.2.3	26, 27, 28
17.2.4	26, 27, 28
17.2.5	26, 27, 28
17.3.1	30
17.3.2	30
17.3.3	30
17.3.4	30
18.1.1	129
18.1.2	129, 132
18.2.1	24, 30, 83, 104, 178
18.2.2	30, 83, 104, 178
18.2.3	30, 83, 104, 178
18.2.4	30, 83, 104, 178
18.2.5	24, 30, 83, 104, 178
18.2.6	24, 30, 83, 104, 179
18.3.1	24, 30, 83, 104, 170

Performance Objective	Relevant Core Task
19.1.1	133, 134
19.1.2	134
19.1.3	133, 134
19.2.1	133, 134
19.2.2	134
20.1.1	169
20.2.1	168
First Aid	169
21.1.1	142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155
21.1.2	142, 143, 145, 146, 147, 148, 149, 150, 152, 153, 154, 155, 156
21.1.3	142, 143, 146, 147, 148, 149, 150, 152, 153, 154, 155
21.1.4	144, 146, 147, 148, 149, 151, 152, 153, 154, 155
21.1.5	144, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155
21.1.6	142, 143, 144, 150, 151, 152, 153
21.1.7	144, 146, 147, 148, 149, 151, 152, 153, 154, 155
21.1.8	142, 143, 152, 153
21.1.9	No Tasks

8. LIST OF CORE TASKS FOR CORRECTIONS OFFICER

The following list is provided for the convenience of the training provider. This list presents the tasks and responsibilities that were identified as necessary and important for COs to perform their job. The list is taken from the Job Analysis Questionnaire used in the job analysis phase of the Standards Project. The original item number is included in the list. (The numbers are not sequential because not every task in the questionnaire was identified as a core task.) This list may be of assistance in reading the Performance Objectives by Task Index. The numbers used to identify tasks in the index are the same numbers used in the list provided here. Due to space limitations, the tasks were not written out in their entirety in the index. This list provides the task or responsibility written out in full detail.

Corrections Officer Core Tasks

1. Obtain information from arresting officers and prisoners for booking purposes.
2. Review booking forms and court documents for accuracy and completeness.
3. Fill out booking forms/cards.
4. Pat-search incoming prisoners.
5. Strip-search incoming prisoners.
6. Screen prisoners to determine if medical attention is needed before booking.
7. Inventory and take custody of prisoners' property, clothing, and/or money.
8. Provide incoming prisoners the required phone calls.
9. Photograph incoming prisoners.
10. Fingerprint incoming prisoners.
13. Issue clothing, bedding, supplies to new inmates.
15. Prepare forms, cards, file jackets necessary to initiate inmates' facility record (for example, Jail Record Card, Housing Card).
16. Run warrant checks on incoming prisoners and/or prior to releasing inmates.
17. Release prisoners on Own Recognizance (OR) or Cite Release and fill out appropriate forms.
19. Classify inmates (for example, according to security risk factors) and assign proper housing.
20. Verify identity of inmates before releasing.
21. Perform paperwork necessary for "in-custody" releases (for example, to another detention facility).
22. Perform paperwork necessary for "time served" releases.
23. Turn over property and/or money for releases, get appropriate signatures, and record/log.

24. Escort inmates individually or in groups to and from locations within facility (for example, to classrooms or work details or infirmary or interview, visiting, or phone rooms or from holding cell to assigned cell/dorm).

26. Verify inmates' identity before escorting or transporting.

27. Apply appropriate restraints for transportation, such as handcuffs, leg irons, travel chains.

28. Transport inmates individually or in groups to and from locations outside the facility (for example, to other facilities, law enforcement agencies, hospitals, courts, airports).

30. Guard inmates outside jail (for example, in hospitals, at funerals, at court).

32. Prepare/update/file inmates' records, roster, housing cards, personal data cards.

35. Review court orders, court dispositions, ORs, to determine inmates' detention status, take necessary actions, and file court documents/papers.

36. Review bail bonds to ensure correctness.

37. Record disposition of inmates' property and/or clothing in appropriate log.

38. Record or log inmates' financial transactions (for example, commissary or jail store).

39. Log inmate movement in and out of cells and facility (for example, transportation, transfers, bookings, discharges, work details, work or school furloughs).

40. Log non-inmates entering and leaving the facility (for example, attorneys, visitors, civilian workers).

41. Maintain list or card file of authorized inmate visitors.

42. Log inmates visits.

44. Record relevant activities and incidents occurring during shift in daily journal or log.

45. Fill out inspection slips and security check slips.

48. Fill out requisitions for repairs or work requests.

49. Write incident reports.

50. Write disciplinary reports/rule violations.

51. Write drug incident reports.

52. Write crime reports.

53. Write escape reports and/or supplementary escape reports.

54. Write "use of force" reports.

58. Prepare correspondence, inter-departmental memos and other administrative paperwork not specifically related to inmates.

59. Fill out facility forms (any type of form used in the facility).

61. Check visitor passes or passes of non-jail personnel entering and leaving facility/cells.

62. Admit/release visitors, including attorneys, ministers, and inmates' visitors.

63. Screen and, if warranted, search visitors, or their belongings.

64. Supervise contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities.

65. Supervise non-contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities.

66. Search articles, packages, property, money left by visitors for inmates.

69. Take inmate counts (for example, "standing", "wristband", "body" or "skin".

70. Verify inmate counts against roster, log, or computer-listed numbers.

71. Lock and unlock cells/dormitories and other gates/doors within facility.

72. Operate main gate(s) leading into facility.

73. Operate and control lights and power for cells/dormitories.

74. Check to see if each inmate is in his/her proper place; account for location and status of inmates.

75. Make security rounds/checks of inmates.

76. Conduct security checks of cells/dorms, cell fixtures, bars, locks, windows, doors, kitchen equipment, etc.

77. Conduct shakedown of cells/dorms and their contents.

78. Check/search areas accessible to inmates (for example, dayrooms, kitchen, library, visiting rooms, mess hall, recreation areas) for contraband, weapons, or other evidence of unauthorized or illegal activities.

79. Conduct pat-search of inmates.

80. Conduct strip-search of inmates.

81. Patrol areas within facility other than housing (for example, halls).

82. Conduct outside/perimeter checks or perform outside/perimeter patrol duty.

83. Investigate disturbances or suspicious activities.

84. Account for facility keys; count keys, verify against key log.

85. Inspect cells/dorms and other areas for cleanliness.

86. Supervise the cleaning of cells/dorms by inmates.

87. Supervise inmate workers (trustees) working in jail areas (sweeping, cleaning, removing trash, working in kitchen, doing laundry).

91. Pass out medication, observe inmate taking it, and record if taken or refused.

92. Feed/supervise feeding of inmates in cells or dormitories, verifying tray and/or silverware count.

93. Release inmates for meals in dining hall at appropriate times.

94. Supervise feeding of inmates in dining hall, cafeteria, or food service area, monitoring and maintaining control, verifying tray, silverware counts.

95. Distribute/supervise distribution of commissary.

97. Accompany doctors or nurses during their medical rounds or visits to inmates.

98. "Roll up" inmates for release or transfer.

99. Get inmates up and ready for work details, work furloughs.

100. Get inmates ready for transportation to court, hospital, etc. (for example, ensure proper dress, apply appropriate restraints).

101. Conduct/supervise clothing or bedding exchange.

102. Pass out supplies (for example, toothpaste, soap, matches, razor blades) and account for return of supplies.

103. Supervise inmates' phone calls.

104. Supervise inmates in exercise or recreation room or yard.

105. Select inmates to be designated as trustees.

106. Recommend/make inmate work assignments.

108. Open, search, and/or read and log inmates' non-legal mail.

109. Open and search inmates' legal mail (in inmates' presence).

110. Distribute mail to inmates or collect inmates' outgoing mail.

113. Observe/monitor attitudes and conduct of inmates, watching for signs of potential disturbance, medical or psychiatric needs, signs of drug or alcohol use.

114. Monitor and intervene in disputes between inmates (before a fight occurs).

115. Break up "horseplay".

116. Respond to inmates' questions or requests.

117. Call into control room, post, or switchboard at required intervals.

118. Talk to prior shift to acquire information and, later, to oncoming shift to pass on information.

119. Phone or otherwise report count to control, receive the "all clear" for the count.

120. Verbally notify appropriate individual or department regarding repairs needed (for example, for plumbing, broken equipment).

121. Call control or other appropriate area to inform them of inmate movement (for example, inmate issued pass to go somewhere, inmates sent to dining hall).

122. Report suspicious activity inside or outside jail.

123. Report emergency, such as assault, fire.

124. Answer incoming phone calls, provide information (about jail policies, court procedures, individual prisoners), route calls, or take messages.

125. Answer questions/provide information in person to individuals visiting jail.

126. Conduct tours of the facility.

127. Communicate via radio or telephone with control or other officers within facility (for example, to request gate unlocking).

128. Monitor outside radio for information relevant to jail operations.

129. Dispatch help in emergencies or disturbances within the facility.

132. Make announcements/give information over P.A. or paging system.

133. Communicate directly with court personnel (for example, court clerk) regarding dispositions, appearances, etc.

134. Testify in court.

135. Brief new inmates regarding jail rules and procedures, meal schedules, etc.

136. Talk with inmates via intercom (for example, in holding or isolation cells).

142. Pursue inmates on foot (running).

143. Walk or stand for long periods of time.

144. Run to the scene of a disturbance or emergency.

145. Operate difficult-to-operate gates, doors, or locks manually (for example, when electronic or mechanical mechanisms fail).

146. Physically subdue or restrain a violent inmate by yourself.

147. Physically subdue or restrain a violent inmate with the help of another officer.

148. Physically separate two fighting inmates by yourself.

149. Physically separate two fighting inmates with the help of another officer.

150. Defend yourself against an inmate armed with a weapon, disarm and subdue inmate.

151. Search areas for contraband that are not easily accessible (for example, under beds, in, behind, and around large equipment, vehicles).

152. Carry heavy objects (for example, disabled or unconscious inmate or piece of equipment).

153. Lift heavy objects (for example, disabled or unconscious inmate or piece of equipment).

154. Drag heavy objects (for example, disabled or unconscious inmate or piece of equipment).

155. Push hard-to-move objects by hand (for example, piece of equipment).

156. Pull yourself up over obstacles.

165. Listen for unusual sounds or sounds that may indicate illegal activity or disturbance (for example, whispering, scuffling, sudden quiet or change in noise level, horn honking, rattling of chain link fence).

166. Watch for indications of illegal activity or disturbance in relative darkness (for example, visually check inmates in relatively dark cell or dorm, perceive a flash of car lights or movement outside at night).

167. Watch for indications of illegal activity or disturbance in normal lighting (for example, inside facility while lights are on or outside facility during daylight hours).

168. Apply CPR.

169. Apply first aid other than CPR.

170. Investigate accidents or crimes that occur within the facility by interviewing witnesses and suspects, collecting and preserving evidence and/or taking photographs and lifting fingerprints.

171. Make arrests and charge inmates who commit crimes within the facility.

172. Attend and participate in training programs, classes, and seminars.

174. Attend staff meetings or confer with supervisors concerning jail operations/functioning.

175. Type reports, forms, correspondence.

177. Assist in search for missing/escaped inmates, inside or outside of the facility.

178. Extinguish or help extinguish fires.

179. Evacuate inmates from area or facility (for example, because of fire).

180. Read internal memos, correspondence, reports.

181. Read daily journal/log.

182. Read facility rules, procedures, regulations, and other formal written materials relevant to job performance.

183. Read court documents and other legal documents (for example, penal codes).

186. Conduct on-the-spot (crisis intervention) counseling with inmates.

190. Give assignments and/or instructions to other corrections officers or other detention facility personnel.

192. Coach, train, or assist in training other detention facility personnel.

CORRECTIONS OFFICER

SKILL MAP/CORE TASK LINKAGES

SKILL MAP #	CORE TASKS
1.1	1,4,5,6
1.2	2,3,7,15
1.3	8,9,10
1.4	19
1.5	13
1.6	16
1.7	17
1.8	20
1.9	21
1.10	22
1.11	23
1.12	36
2.1	24
2.2	26
2.3	27
2.4	28
2.5	30
3.1	32,35,36,37,38,39,40,41,42,44, 45,48,49,50,51,52,53,54, 58, 59
4.1	40,41,42,61,62,63
4.2	64,65
4.3	45,66
5.1	39,40,69,70,74
5.2	71,72,73,84
5.3	75,76,81
5.4	77,78
5.5	79
5.6	80
5.7	82
5.8	83
6.1	85
6.2	86,87
6.3	91
6.4	92
6.5	93
6.6	94
6.7	95
6.8	97

6.9	98
6.10	99
6.11	100
6.12	101
6.13	102
6.14	103
6.15	104
6.16	105
6.17	106
6.18	108
6.19	109
6.20	110
6.21	113
6.22	114
6.23	115
6.24	116
7.1	117,118,119,120,121,122,123
7.2	124,125
7.3	126
7.4	127
7.5	128
7.6	129
7.7	133
7.8	134
7.9	135
7.10	132,136
9.1	171
9.2	175
9.3	177
9.4	178
9.5	180,181,182,183
9.6	170
9.7	179
9.8	186

CORRECTIONS OFFICER BASIC ACADEMY SUPPLEMENTAL CORE COURSE

The following is a listing of those Correction's Officer Core Course performance objectives which must be completed to satisfy the Correction's Officer Basic Academy Supplemental Core Course.

Correction's Officer Basic Academy Supplemental Core Course	Performance Objectives
Title 15, Article 3	3.1.1, 3.3.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.2.3, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.2.1, 7.2.2, 7.3.1, 7.3.2, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5 7.5.1, 7.5.2, 7.6.1, 7.6.2, 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.5.1, 8.5.2, 8.6.1, 8.6.2, 8.6.3, 8.6.4, 9.1.1, 9.1.2, 9.2.1, 9.2.2, 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5, 9.4.1, 9.4.2, 9.4.3, 9.4.4,
The Correction's Officer Basic Academy Suplemental Core Course is for the peace officer who carries out the responsibilities of a corrections officer and has completed the POST Basic Course. It consists of a minimum of fifty-six hours of instruction in specific performance/instructional objectives. Entry level staff must successfully complete these course objectives as demonstrated by a satisfactory level of proficiency on relevant achievement tests.	

9.4.5,

9.5.1, 9.5.2, 9.5.3, 9.5.4,

11.1.1, 11.1.2,

11.2.1, 11.2.2,

11.3.1, 11.3.2, 11.3.3, 11.3.4,

11.3.5, 11.3.6, 11.3.7,

11.4.1, 11.4.2, 11.4.3, 11.4.4,

11.4.5,

11.5.1, 11.5.2, 11.5.3, 11.5.4,

11.6.1, 11.6.2, 11.6.3, 11.6.4,

11.7.1, 11.7.2, 11.7.3, 11.7.4,

11.8.1, 11.8.2, 11.8.3, 11.8.4,

11.8.5

11.8.6, 11.8.7, 11.8.8,

12.1.1,

12.2.1,

12.2.1, 12.2.2, 12.2.3

12.3.1, 12.3.2,

13.1.1

13.2.1, 13.2.2

13.3.1, 13.3.2,

13.4.1, 13.4.2, 13.4.3, 13.4.4,

13.5.1, 13.5.2, 13.5.3, 13.5.4,

13.5.5

14.1.1, 14.1.2,

14.2.1, 14.2.2, 14.2.3, 14.2.4,

15.1.1, 15.1.2, 15.1.3, 15.1.4,

15.2.1, 15.2.2, 15.2.3, 15.2.4,

15.3.1, 15.3.2, 15.3.3

16.1.1, 16.1.2,

16.2.1, 16.2.2, 16.2.3, 16.2.4,

16.3.1, 16.3.2, 16.3.3,

16.4.1, 16.4.2, 16.4.3,

18.1.1, 18.1.2,

18.2.1, 18.2.2, 18.2.3, 18.2.4,

18.2.5, 18.2.6,

18.3.1

ADULT/JUVENILE INSTITUTIONS ENTRY-LEVEL CORE COURSE

The following is the list of performance objectives to be taught in the combined Adult/Juvenile Institutions Core Course. This curriculum was developed for those agencies employing personnel who work in both adult and juvenile institutions and/or custody programs. It is the product of a research project that evaluated all subject matter areas in the required curricula for Corrections Officers and Juvenile Counselors. This research was a collaborative effort conducted by Board of Corrections staff, departmental training managers and core course training providers.

Since the intent of the course is to address specific local agency needs, the decision whether or not to present this curriculum will be the result of discussions to be conducted by STC Program staff and the specific agencies and training providers involved.

The performance objectives and their subject matter content have been assigned specific Unit titles and are to be presented in sequence.

ADULT/JUVENILE INSTITUTIONS ENTRY-LEVEL CORE COURSE

UNIT DESCRIPTION	C.O. TRAINING MANUAL PERFORMANCE OBJECTIVES	J.C. TRAINING MANUAL PERFORMANCE OBJECTIVES	INSTRUCTION TIME	J.K. TESTING TIME
Laws of Arrest (PC 832)	1.0		24:00	
California Criminal Justice System Orientation	2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	1.1.1, 1.1.2 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	6:00	:24
Codes, Statutes, and Other Legal Documents/Foundations	3.1.1 3.2.1, 3.2.2, 3.2.3 3.3.1, 3.3.2	2.1.1 2.2.1, 2.2.2, 2.2.3 2.3.1, 2.3.2	7:00	:45
Classification	4.1.1, 4.1.2 4.2.1, 4.2.2, 4.2.3	4.1.2, 4.1.3 13.2.5, 13.2.6, 13.2.7, 13.2.8, 13.2.9	6:30	:44
Identifying Socio/Cultural Patterns		5.1.1, 5.1.2, 5.1.3 5.2.1, 5.2.2, 5.2.3 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5	3:30	:15
Contraband	5.2.1, 5.2.2, 5.2.3	4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5 4.3.1, 4.3.2, 4.3.3	3:00	:25
Assaultive Behavior and Restraint Techniques	6.1.1	7.2.1, 7.2.2, 7.2.3 7.3.1, 7.3.2, 7.3.3 7.4.1, 7.4.2, 7.4.3, 7.4.4 7.5.1	9:00	:24
Booking and Receiving	7.1.1, 7.1.2, 7.1.3, 7.1.4 7.2.1, 7.2.2 7.3.1, 7.3.2 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5 7.5.1, 7.5.2 7.6.1, 7.6.2	13.1.1, 13.1.2, 13.1.3, 13.1.4, 13.1.5 13.2.1, 13.2.2, 13.2.3, 13.2.4	14:30	:43

ADULT/JUVENILE INSTITUTIONS ENTRY-LEVEL CORE COURSE

UNIT DESCRIPTION	C.O. TRAINING MANUAL PERFORMANCE OBJECTIVES	J.C. TRAINING MANUAL PERFORMANCE OBJECTIVES	INSTRUCTION TIME	J.K. TESTING TIME
Releasing	8.3.1, 8.3.2, 8.3.3, 8.3.4 8.4.1, 8.4.2 8.5.1, 8.5.2 8.6.1, 8.6.2, 8.6.3, 8.6.4	14.1.1, 14.1.2, 14.1.3	4:30	:34
Maintaining Security	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5 9.4.1, 9.4.2, 9.4.3, 9.4.4, 9.4.5 9.5.1, 9.5.2, 9.5.3, 9.5.4	10.1.1, 10.1.2, 10.1.3 10.2.1, 10.2.2 4.5.1	8:40	1:13
Reporting and Record Keeping/Report Writing	10.1.1, 10.1.2, 10.1.3, 10.1.4 10.2.1, 10.2.2, 10.2.3 10.3.1, 10.3.2, 10.3.3 10.4.1, 10.4.2, 10.4.3, 10.4.4, 10.4.5	12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.6 12.2.2	13:30	:34
Supervising Inmates	11.1.1, 11.1.2 11.2.1, 11.2.2 11.3.1, 11.3.2, 11.3.3, 11.3.4, 11.3.5, 11.3.6, 11.3.7 11.4.1, 11.4.2, 11.4.3, 11.4.4, 11.4.5 11.5.1, 11.5.2, 11.5.3, 11.5.4 11.6.1, 11.6.2, 11.6.3, 11.6.4 11.7.1, 11.7.2, 11.7.3, 11.7.4 11.8.1, 11.8.2, 11.8.3, 11.8.4, 11.8.5, 11.8.6, 11.8.7, 11.8.8	9.5.1, 9.5.2, 9.5.3, 9.5.4	16:15	2:01

ADULT/JUVENILE INSTITUTIONS ENTRY-LEVEL CORE COURSE

UNIT DESCRIPTION	C.O. TRAINING MANUAL PERFORMANCE OBJECTIVES	J.C. TRAINING MANUAL PERFORMANCE OBJECTIVES	INSTRUCTION TIME	J.K. TESTING TIME
Safety/Health Standards and Procedures		9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5	2:00	:10
Handling Daily Tasks		9.4.1, 9.4.2, 9.4.3, 9.4.4, 9.4.5, 9.4.6, 9.4.7, 9.4.8, 9.4.9, 9.4.10, 9.4.11, 9.4.12, 9.4.13, 9.4.14	7:00	:20
Distribution of Supplies and Commissary	12.1.1 12.2.1, 12.2.2, 12.2.3 12.3.1, 12.3.2		1:15	:15
Identifying and Monitoring Psychological/Physical Health	13.1.1 13.2.1, 13.2.2 13.4.1, 13.4.2, 13.4.3, 13.4.4 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5	3.3.1, 3.3.2 3.4.1, 3.4.2, 3.4.3 3.5.1, 3.5.2 9.2.2, 9.2.5	10:35	1:22
Management of Inmate Workers	14.1.1, 14.1.2 14.2.1, 14.2.2, 14.2.3, 14.2.4	9.6.2, 9.6.3	1:30	:21
Screening and Monitoring of Visitors	15.1.1, 15.1.2, 15.1.3, 15.1.4 15.2.1, 15.2.2, 15.2.3, 15.2.4 15.3.1, 15.3.2, 15.3.3	4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6 15.1.1, 15.1.2, 15.1.3	4:00	:32
Group and Individual Casework		11.1.1, 11.1.2 11.2.1, 11.2.2 11.3.1, 11.3.2, 11.3.3, 11.3.4, 11.3.5, 11.3.6 11.4.1, 11.4.2, 11.4.3, 11.4.4 11.5.1, 11.5.2 11.6.1, 11.6.2, 11.6.3	16:30	:45

ADULT/JUVENILE INSTITUTIONS ENTRY-LEVEL CORE COURSE

UNIT DESCRIPTION	C.O. TRAINING MANUAL PERFORMANCE OBJECTIVES	J.C. TRAINING MANUAL PERFORMANCE OBJECTIVES	INSTRUCTION TIME	J.K. TESTING TIME
Screening and Distribution of Mail	16.1.1, 16.1.2 16.2.1, 16.2.2, 16.2.3, 16.2.4 16.3.1, 16.3.2, 16.3.3 16.4.1, 16.4.2, 16.4.3		1:15	:15
Transport Outside of Facility	17.1.1, 17.1.2, 17.1.3, 17.1.4, 17.1.5, 17.1.6 17.2.1, 17.2.2, 17.2.3, 17.2.4, 17.2.5 17.3.1, 17.3.2, 17.3.3, 17.3.4	8.2.2, 8.2.5	2:55	:29
Emergency Procedures	18.1.1, 18.1.2 18.2.1, 18.2.2, 18.2.3, 18.2.4, 18.2.5, 18.2.6 18.3.1	9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.1.5	5:45	:31
Testifying in Court	19.1.1, 19.1.2, 19.1.3 19.2.1, 19.2.2		3:30	:15
First Aid/CPR	20.0		16:00	
Physical Conditioning	21.0		12:00	
			200:40	13:17

C.O. = Corrections Officer
J.C. = Juvenile Counselor
J.K. = Job Knowledge